Parents' Utilization of Early Childhood Care and Development Tools

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Abstract

The Early Childhood Care and Development (ECCD) tools are resources designed to support parents, caregivers, and educators in fostering the holistic development of young children. In this premise, this study aimed to determine parents' utilization of early childhood care and development tools in a prominent school under a large Division in Central Philippines during the School Year 2022 -2023. Data for this descriptive correlation study was collected from 131 kindergarten parents using a self-made data-gathering instrument that has passed the stringent tests of validity and reliability. Overall, the result of the study showed a great extent of parents' utilization of ECCD tools, according to the motor domain, self-help, language, cognitive domain, and socio-emotional domain. The same results were found in the analysis of the extent of parents' utilization of ECCD tools according to motor domain, self-help, language, cognitive domain, and socio-emotional domain based on demographics. In addition, there was a significant difference in the extent of parent's utilization of ECCD tools according to of cognitive domain and educational attainment. Moreover, a significant difference exists in the extent of parent's utilization of ECCD tools according to the socio-emotional domain and educational attainment. Parents' great extent of utilization of the ECCD tools means they are actively and effectively employing these tools to support their child's holistic development. Their education attainment influenced their participation in their child's early stage of development. The findings of this study call for kindergarten parents to be aware that their child needs their full cooperation and attention to fully develop the skills required to progress into more complicated skills they need to the next level of education. It is imperative for parents to likewise provide their full support and cooperation to teachers in implementing the ECCD tools as part of the kindergarten curriculum. This paper calls for an intervention plan to address the kindergarten parents' needs for ECCD utilization, with the school's internal and external stakeholders doing their share in molding the learners at a very early age.

Keywords: Early Childhood Care and Development Tool, Parents' Utilization, Central, Philippines

Introduction

Nature of the Problem

The Philippine Early Childhood Development (Phil. ECD) Checklist is for teachers, rural health midwives, child development and daycare workers, and parents/caregivers, who can use it after brief training. It identifies if a child is developing adequately or at risk for delays but is not for medical diagnosis, IQ determination, or academic achievement measurement. It is the first step in a comprehensive assessment to ensure early help for at-risk children.

In kindergarten, assessment starts with the Phil. ECD Checklist at the school year's beginning. This screening tool for three- to five-year-old Filipino children follows a standard protocol and helps teachers detect possible developmental delays. If a child attends public daycare, the teacher should validate the completed checklist from the parent or reassess competencies. The teacher administers the checklist for children with daycare experience at the start of the school year. This initial assessment helps tailor learning experiences and guide further evaluation or intervention if needed (DO_s2016_47).

Parental support is crucial for preparing learners for the following educational stage. Involvement in early childhood development (ECCD) programs enhances the parent-child connection, promotes active educational involvement, and improves early childhood processes. Due to limited knowledge, many parents are concerned about their children's readiness, especially in cognitive, motor, language, socio-emotional, and self-help skills. These challenges motivated the researcher to study parents' understanding of the kindergarten readiness tool and identify specific areas of difficulty.

The researcher realized the importance of orienting kindergarten parents with the ECCD tool to assist their children effectively. This study aims to determine how well parents utilize the early childhood care and development tool. Understanding and using this tool can significantly impact a child's readiness for higher grade levels. Therefore, an intervention plan to help parents use this tool is essential, prompting this study.

Current State of Knowledge

The parents play the most significant role in providing necessary stimulation to the children to help them develop their psychomotor and cognitive competencies. Research on child development has established that children's cognitive and psychomotor development is greatly influenced by the child's environment. Environmental stimulation may be the most relevant parameter in the study of the psychomotor development of children (Doussoulin, 2006; Martínez-Moreno, Imbernón Giménez & Díaz Suárez, 2020).

According to Wibowo (2019), becoming independent and having gross and fine motor development is significant for the next child's lifetime. Thus, parents provide a

stimulus for children's development by providing toys and games that are beneficial for children. Motor development is significant for both academic and non-academic achievement. It also encourages the development of other aspects, including children's social development. The child's life is very close to playing. Many games require high motor skills, so children need a moving experience to stimulate their motor development.

According to Campbell et al. (2016), the development of socioemotional behavior is interconnected with environmental characteristics such as school-home environment, parental-teacher support, pedagogical approach, interaction, and managing conflict and negativity. Thus, there is evidence that the family's socio-economic status, parental support, and parental education significantly impact children's access to and quality of education.

While motor and language development may seem like two very different developmental areas, research has shown that these two areas are strongly related within the first three years of life (Schneider & Iverson, 2021). Infants and toddlers who achieve motor milestones earlier show greater language abilities.

According to Cabigao (2022), with the child's growth comes the improvement of their language and speech abilities. Growing up in an environment that exposed them to diverse sounds and visuals and surrounded by people who often communicate will help nurture preschool language development. However, if children are exposed to rich stimuli and are encouraged to verbalize, this will help the child's language and speech progression.

Theoretical Underpinnings

This study was anchored on the Resource Utilization Theory (Dimoff et al., 2016). Resource utilization is integral to managing educational institutions, from preschools to universities. Resources are an indispensable contribution to bringing about improvements in the education system. The provision of resources determines the education system and its maximum utilization and management. The advancements that are taking place in science and technology enable school authorities and educators to implement modern and innovative techniques and methods and augment the teaching-learning processes.

There is a direct relationship between the quality of school facilities, teaching-learning materials, teaching-learning methods, instructional strategies, and education personnel. When research is conducted on the impact of resource utilization in education, the main aspects that are considered are the use of instructional materials, human resource utilization, environmental conditions, provision of infrastructure and other facilities, machinery, and equipment, and measures, strategies, programs, and procedures (Mugure, 2012).

In this study, the parents' utilization of the ECCD Tool for their kindergarten child considerably improves the basic skills necessary to move to the next higher level.

The appropriate utilization of this readiness tool influences the learning outcomes of kindergarten pupils. Thus, this is the most relevant theory for this kind of study. In the same manner, if the readiness tool is effectively utilized, parents will allow their children to be ready for the higher level of education they will be facing.

In this study, the main focus is to determine the extent of Parents' Utilization of Early Childhood Care and Development Tools: Basis for an Intervention Plan in one of the prominent schools in a large size division, central Philippines, during the School Year 2022-2023. The major areas covered in the study are the motor, self-help, language, cognitive, and socio-emotional domains.

Motor Domain involves fine and gross motor skills, coordination, motor skills and vision integration, sensory integration, visual memory, and sensitivity to touch (Aquino et al., 2019).

The self-management domain, also known as the self-help domain, includes self-regulation, delayed gratification, managing impulsivity, understanding the consequences of actions, remembering routines, seeking help when needed, attentive behaviors, work habits, and responses to learning situations (Aquino et al., 2019).

The language domain involves capabilities associated with perceiving and comprehending sounds, understanding spoken language, identifying, and discerning environmental sounds, finishing sound patterns, shifting auditory focus, and carrying out tasks involving auditory sequencing (Aquino et al., 2019).

Conversely, the "cognitive domain" pertains to intellectual and academic learning. Typically, around the age of five, children begin to develop new ways of thinking, and by the end of kindergarten, they are prepared to confront fresh challenges (Morris, 2017).

The social and emotional domain encompasses social interactions, friendships, play, sharing, reciprocal play, self-expression, emotional understanding, cooperation, and engagement in group activities (Aquino et al., 2019).

Study Variables, Indicators, and Categories

Variables	Indicators	Categories
Age	No. of Years of existence	Younger (Below 34 Years Old) Older (34 Years old and above)
Educational Attainment	Degree Earned by the Respondents	Lower (Elementary) Higher (master's degree)

Number of Children	The total number of Siblings in the Households	Few (Less than 3) Many (3 or More)
Family Income	The total income of both heads of the family	Lower (below Php 10,000) Higher (Php 10,000 and above)

Objectives

This study aimed to determine the extent of parents' utilization of early childhood care and development tools, which is the basis for an intervention plan in one of the prominent schools in a large division, Central Philippines, during the school year 2022 - 2023. Specifically, it aimed to determine: 1) the extent of parents' utilization of ECCD tools in the motor domain, self-help, language domain, cognitive domain, and socio-emotional domain; 2) the extent of parents' utilization of ECCD tools when grouped according to demographics; and 3) if there is a significant difference in the extent of parents' utilization of ECCD tools when grouped according to the same demographics.

Methodology

The study's methodology-related components, such as the research design, respondents, research instrument, data collection process, and ethical issues, are described in this part.

Research Design

The study utilized a descriptive research design to investigate parents' utilization of early childhood care and development tools, serving as the foundation for an intervention plan in a prominent school within an enormous division in the Central Philippines during the 2022-2023 school year. According to Dudovskiy (2017), descriptive research design aims to determine, describe, or identify characteristics within the field of investigation. This design was chosen as it facilitates the elaboration of gathered data and enables professional judgments. Descriptive research fits this study as it provides a summary and organization of characteristics within a dataset, which comprises responses or observations from a sample or entire population.

Respondents

This paper used simple random sampling to determine the respondents through the Cochran formula (N=198; n=131).

Data Collection Procedures

The data-gathering procedure for the study involved obtaining approval from the district supervisor and principals of participating schools, securing consent from kindergarten parents gathered in one place for orientation, and answering the instrument immediately. Further, the research instruments were translated into Hiligaynon so that every respondent could understand each item clearly. The accomplished data-gathering instrument was encoded and tallied to the pre-formatted Excel file for more straightforward tabulation. Computation was processed using the Statistical Package for Social Sciences (SPSS) software. Likewise, statistical tables were constructed based on the objectives stated in the study.

Data Analysis and Statistical Treatment

Objectives 1 and 2, which aimed to determine the extent of parents' utilization of early childhood care and development tools in different domains when grouped according to demographics, used the descriptive analytical scheme and mean as statistical tools. Objective no. 3, which aimed to determine the significant difference in the extent of parents 'utilization of early childhood care and development tools when grouped according to demographics, used the comparative analytical scheme and Mann-Whitney U Test as statistical tools.

The mean range and interpretation are the following:

Mean Score Range:	Interpretation:
4.50-5.00	Very High Extent
3.50-4.49	High Extent
2.50-3.49	Moderate Extent
1.50-2.49	Low Extent
1.00-1.49	Very Low Extent

Ethical Considerations

Ethical principles are essential in all research studies. In this undertaking, the present research hopes to observe ethical principles such as honesty, objectivity, integrity, openness, recognition of intellectual property rights, anonymity, responsible publication, and societal responsibility. The participants of this research study were adequately informed about the research purpose and given the power of freedom of choice to allow them to decide whether to participate or decline. Once they were enlightened about the procedures of the entire research, they were encouraged to participate by signing a consent. Likewise, the researcher ensures that the respondents were free of harm due to their participation physically or psychologically.

Results and Discussion

The findings of the discussion of the particular issues identified in this study are presented in this section. Additionally, it includes consequences and links to relevant studies that support or contradict the result of the study.

Extent of Parent's Utilization of ECCD Tools

Table 1
Parent's Utilization of ECCD Tools according to the Motor Domain

Items	Mean	Interpretation
As a parent, I assist my child to…		
1. climb on a chair or other elevated pieces of furniture like a bed without help.	4.21	Great Extent
2. walk downstairs, 2 feet on each step, with one handheld.	3.98	Great Extent
3. walk upstairs holding a handrail, 2 feet on each step.	3.94	Great Extent
4. walk upstairs with alternate feet without holding the handrail.	4.01	Great Extent
5. walk downstairs with alternate feet without holding the handrail.	3.95	Great Extent
6. dance patterns/join group movement activities	4.21	Great Extent
7. display a definite hand preference.	4.13	Great Extent
8. put small objects in/out of containers.	4.22	Great Extent
9. hold the crayon with all the fingers of his hand, making a fist.	4.19	Great Extent
10. unscrew the lid of the container or unwrap the food.	3.98	Great Extent
Overall Mean	**4.08**	**Great Extent**

Table 1 shows the extent of parents' utilization of Early Childhood Care and Development tools according to the motor domain, which has an overall mean score of 4.08, interpreted as a great extent. Assisting kids to learn the appropriate way to climb stairs and use handrails promotes independence and self-assurance in their ability to move around while instilling basic safety practices. According to Lipscomb (2021), Practicing going up and down the stairs with your child can be daunting — for one, it can be hard work for your little one, so they may not be the most willing participant when practicing. For two, it can be terrifying as a parent to allow your wobbly, distracted toddler to stroll up and down an entire flight of stairs without help.

Table 2
Parent's Utilization of ECCD Tool According to Self-Help

Items	Mean	Interpretation
As a parent, I assist my child to….		
1. feed using a spoon with spillage.	3.97	Great Extent
2. eat without the need for spoon-feeding during any meal	4.02	Great Extent
3. get a drink for self-unassisted	4.35	Great Extent
4. drink from a cup with spillage	3.35	Moderate Extent
5. pour from the pitcher without spillage	3.79	Great Extent
6. prepare your food/snack	3.82	Great Extent
7. prepare meals for younger siblings/family members when no adult is around	3.34	Moderate Extent
8. participate when being dressed.	4.27	Great Extent
9. dress without assistance except for buttons and tying	4.15	Great Extent
10. bathe without any help.	4.19	Great Extent
Overall Mean	**3.92**	**Great Extent**

Table 2 shows the extent of parents' utilization of Early Childhood Care and Development tools according to self-help with an overall mean score of 3.29, interpreted as a great extent. Children may learn essential cooking skills by helping with meal preparation, like correct ingredient measurement, following recipes, and safe use of kitchen tools. As they grow older, this practical experience prepares them for independence and self-sufficiency in the kitchen. When parents assist their children in doing this, family bonds are strengthened, and a sense of togetherness develops. Additionally, they can teach their children the importance of eating healthy meals and choosing nutritious foods. Fernando (2020) notes that many essential skills can be learned in the kitchen.

Table 3
Parent's Utilization of ECCD Tools According to Language

Items	Mean	Interpretation
As a parent, I assist my child to….		
1. point to a family member when asked to do so.	4.38	Great Extent
2. point to 5 body parts on himself when asked.	4.36	Great Extent
3. use 5-20 recognizable words.	4.35	Great Extent

4. use pronouns	4.33	Great Extent
5. use 2-3 words verb-noun combinations	4.41	Great Extent
6. name objects in pictures.	4.42	Great Extent
7. speak in grammatically correct 2–3-word sentences.	4.36	Great Extent
8. ask "what" questions.	4.42	Great Extent
9. ask "who'" and "why" questions.	4.39	Great Extent
10. give an account of recent experiences (with prompting) in order of occurrence using the past tense.	4.23	Great Extent
Overall Mean	**4.37**	**Great Extent**

Table 3 reveals the extent of parents' utilization of Early Childhood Care and Development Tools according to language; it has an overall mean score of 4.37, interpreted as a great extent. Parents develop a supportive communication environment when they talk to their children about their past experiences, which also helps build their narrative and language skills. According to Cabigao (2022), with the growth of the child comes the improvement of their language and speech abilities. Growing up in an environment that exposes them to diverse sounds and visuals, as well as being surrounded by people who often communicate, will help nurture preschooler language development.

Table 4
Parent's Utilization of ECCD Tools According to the Cognitive Domain

Items	Mean	Interpretation
As a parent, I assist my child to…		
1. look at the direction of the fallen object.	4.38	Great Extent
2. look for partially hidden objects.	4.12	Great Extent
3. imitate behavior just seen a few minutes earlier.	3.98	Great Extent
4. offer object but will not release it	3.61	Great Extent
5. exhibit simple pretend play.	3.95	Great Extent
6. match objects and colors.	4.47	Great Extent
7. sort based on shapes.	4.42	Great Extent
8. arrange objects according to size from smallest to biggest.	4.45	Great Extent
9. name 4 – 6 colors.	4.51	Very Great Extent

10. demonstrate an understanding of opposites by completing a statement.	4.32	Great Extent
Overall Mean	**4.22**	**Great Extent**

Table 4 shows the extent of parents' utilization of early childhood care and development tools according to the area of the cognitive domain, with an overall mean score of 4.22, which is interpreted to a great extent. Younger children, by contrast, recognized only the opposing sides of teasing. Hence, playful teasing is noteworthy because of its implications for higher socio-cognitive abilities and its potential relevance to the origins and functions of humor. Moreover, according to Mills (2018), from a psychological perspective, playful teasing, i.e., behavior on the playful, non-aggressive end of the teasing spectrum, is exciting for two reasons. First, in contrast with other, more obviously aggressive forms of teasing, playful teasing is highly ambiguous. Thus, it most likely involves 'mind-reading' skills on both the side of the teaser and the recipient. For playful teasing to be successfully interpreted as affiliative rather than aggressive, the teaser, to some extent, must understand the recipient's expectations and predict their likely reaction.

Table 5
Parents' Utilization of ECCD Tools According to the Socio-Emotional Domain

Items	Mean	Interpretation
As a parent, I assist my child to…		
1. enjoy watching activities of nearby people or animals.	4.37	Great Extent
2. be friendly with strangers but initially may show slight anxiety or shyness.	4.27	Great Extent
3. play alone but likes to be near familiar adults or brothers and sisters.	4.27	Great Extent
4. laugh or squeal aloud in play.	4.63	Very Great Extent
5. play peek-a-boo.	4.23	Great Extent
6. hug or cuddle toys.	4.37	Great Extent
7. demonstrate respect for elders using terms like "po" and "opo."	4.39	Great Extent
8. imitate adult's activities.	3.85	Great Extent
9. appropriately use cultural gestures of greetings without much prompting.	4.26	Great Extent
10. help with family chores.	4.19	Great Extent
Overall Mean	**4.28**	**Great Extent**

Table 5 shows the extent of parents' utilization of Early Childhood Care and Development tools according to the socio-emotional domain with an overall mean score of 4.28, interpreted as a great extent. Encourage children to play pretend play where they

can act out adult roles like house, doctor, or teacher. This gives kids a safe and enjoyable way to practice being adults. Children's emotional well-being during their early years has a powerful effect on their social relationships, according to Trawick-Smith (2014).

Extent of Parent's Utilization of ECCD Tools Based on Groupings by Constructs and Demographics

Table 6
Parent's Utilization of ECCD Tools in Language According to Educational Attainment

Items	Lower		Higher	
As a parent, I assist my child to….	Mean	Interpretation	Mean	Interpretation
1. point to a family member when asked to do so.	4.32	Great Extent	4.65	Very Great Extent
2. point to 5 body parts on himself when asked.	4.30	Great Extent	4.61	Very Great Extent
3. use 5-20 recognizable words.	4.30	Great Extent	4.57	Very Great Extent
4. use pronouns	4.30	Great Extent	4.48	Great Extent
5. use 2-3 words verb-noun combinations	4.39	Great Extent	4.48	Great Extent
6. name objects in pictures.	4.39	Great Extent	4.61	Very Great Extent
7. speak in grammatically correct 2–3-word sentences.	4.34	Great Extent	4.48	Great Extent
8. ask "what" questions.	4.38	Great Extent	4.61	Very Great Extent
9. ask "who'" and "why" questions.	4.35	Great Extent	4.61	Very Great Extent
10. give an account of recent experiences (with prompting) in order of occurrence using the past tense.	4.18	Great Extent	4.43	Great Extent
Overall Mean	**4.33**	**Great Extent**	**4.55**	**Very Great Extent**

Table 6 presents the extent of parents' utilization of ECCD tools according to language and educational attainment. It has an overall mean score of 4.33 for lower educational attainment, interpreted as a great extent, but an overall mean score of 4.55, interpreted as a very great extent, for the respondents with higher academic qualifications. While parents may not always offer their kids much help, they can still communicate and create an environment that promotes and supports kids to talk about their experiences, which helps kids develop their language skills.

The genetic factors influencing oral language development also appear to influence the development of reading fluency and reading comprehension; in particular, the genetic

correlation between oral language and reading comprehension is above, according to the study of Tosto et al. (2017).

Table 7
Parent's Utilization of ECCD Tools According to Self-Help and Number of Children

Items	Few		Many	
As a parent, I assist my child to….	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. feed using a spoon with spillage.	3.82	Great Extent	4.10	Great Extent
2. eat without the need for spoon-feeding during any meal	4.05	Great Extent	3.99	Great Extent
3. get a drink self-unassisted	4.41	Great Extent	4.30	Great Extent
4. drink from a cup with spillage	3.38	Moderate Extent	3.32	Moderate Extent
5. pour from the pitcher without spillage	3.74	Great Extent	3.83	Great Extent
6. prepare your food/snack	3.72	Great Extent	3.90	Great Extent
7. prepare meals for younger siblings/family members when no adult is around	3.26	Moderate Extent	3.41	Moderate Extent
8. participate when being dressed.	4.26	Great Extent	4.28	Great Extent
9. dress without assistance except for buttons and tying	4.08	Great Extent	4.21	Great Extent
10. bathe without any help.	4.28	Great Extent	4.11	Great Extent
Overall Mean	**3.90**	**Great Extent**	**3.95**	**Great Extent**

Table 7 shows the extent of parents' utilization of Early Childhood Care and Development tools in self-help according to the number of children. It has an overall mean score of 3.90 for those with few children and 3.95 for those with many children, interpreted as a great extent. The time and resources of parents having many children can be divided. They might emphasize the importance of independence. Balancing parental attention between siblings and allowing kids to perform self-help tasks develops autonomy and trust in them. Parents with numerous kids may provide less direct support in some self-help activities. Every family is different, and parenting styles can differ depending on circumstances at home, values, and cultural backgrounds.

Based on the study of Akhmetzyanova (2014), for children to achieve developmental outcomes, they need to develop independence by acquiring self-help skills or self-care skills that are part of the so-called daily living skills or activities of daily living. Children with self-help or self-care skills can look after themselves and socialize.

Table 8
Parent's Utilization of ECCD Tools According to Language and Number of Children

Items	Few		Many	
As a parent, I assist my child to….	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. point to a family member when asked to do so.	4.33	Great Extent	4.42	Great Extent
2. point to 5 body parts on himself when asked to do so.	4.25	Great Extent	4.45	Great Extent
3. use 5-20 recognizable words.	4.21	Great Extent	4.46	Great Extent
4. use pronouns	4.23	Great Extent	4.42	Great Extent
5. use 2-3 words verb-noun combinations	4.30	Great Extent	4.51	Very Great Extent
6. name objects in pictures.	4.28	Great Extent	4.55	Very Great Extent
7. speak in grammatically correct 2-3-word sentences.	4.18	Great Extent	4.52	Very Great Extent
8. ask "what" questions.	4.21	Great Extent	4.59	Very Great Extent
9. ask "who'" and "why" questions.	4.21	Great Extent	4.55	Very Great Extent
10. give an account of recent experiences (with prompting) in order of occurrence using the past tense.	4.08	Great Extent	4.35	Great Extent
Overall Mean	**4.23**	**Great Extent**	**4.48**	**Great Extent**

Table 8 shows the extent of parents' utilization of ECCD tools in language according to the number of children; the overall mean score was 4.23 for those with few children and 4.48 for those with many children. All were interpreted to a great extent. Having numerous children is not a hindrance to developing their language skills. Promoting sibling interaction can help with language development. Siblings can act as language models for one another, and engaging in cooperative play or storytelling activities encourages language development.

On the contrary, Havron et al. (2019) stated that the number of older siblings a child has is negatively correlated with the child's verbal skills, perhaps because of competition for parents' attention. In the current study, we examined the role of siblings' sex and age gap as moderating factors, reasoning that they affect older siblings' tendency to compensate for reduced parental attention.

Table 9

Parent's Utilization of ECCD Tools in the Motor Domain and Family Income

Items	Lower		Higher	
As a parent, I assist my child to…	Mean	Interpretation	Mean	Interpretation
1. climb on a chair or other elevated pieces of furniture like a bed without help.	4.11	Great Extent	4.27	Great Extent
2. walk downstairs, 2 feet on each step, with one handheld.	3.74	Great Extent	4.12	Great Extent
3. walk upstairs holding a handrail, 2 feet on each step.	3.81	Great Extent	4.01	Great Extent
4. walk upstairs with alternate feet without holding the handrail.	3.94	Great Extent	4.05	Great Extent
5. walk downstairs with alternate feet without holding the handrail.	3.85	Great Extent	4.01	Great Extent
6. dance patterns/join group movement activities	4.09	Great Extent	4.28	Great Extent
7. display a definite hand preference.	4.15	Great Extent	4.12	Great Extent
8. put small objects in/out of containers.	4.02	Great Extent	4.33	Great Extent
9. hold the crayon with all the fingers of his hand, making a fist.	4.00	Great Extent	4.29	Great Extent
10. unscrew the lid of the container or unwrap the food.	4.02	Great Extent	3.95	Great Extent
Overall Mean	**3.97**	**Great Extent**	**4.14**	**Great Extent**

Table 9 reveals the extent of parents' utilization of ECCD tools according to the area motor domain according to the family income. There was an overall mean score of 3.97, interpreted to a great extent by the respondents with lower family monthly income, and 4.14, interpreted to a great extent by those with higher family monthly income. A family with a low monthly income might not have as much money or time to invest in their child's growth. Perhaps they do not have enough time to help their kids because they are too busy trying to make a living so they can support their families. Due to their low resources, they cannot give their children educational toys or materials. Low-income parents may also have busy work schedules, leaving them with little time to participate actively in their child's physical development. Ferreira et al. (2018) suggested that the influence of the home environment on children's motor skill development is affected by the family's socioeconomic status (SES) and that the key factors affecting children's motor development may differ across families with different socioeconomic and cannot be generalized. Positive factors that promote motor skill development in low-income families may not necessarily play a role in middle- and high-socioeconomic-status families.

Comparative Analysis of the Extent of Parent's Utilization of ECCD Tools According to Constructs and Demographics

Table 10

Difference in the Extent of Parent's Utilization of ECCD Tools in the Cognitive Domain based on Demographics

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	64	67.67	2101.00	0.732		Not Significant
	Older	68	64.50				
Educational Attainment	Lower	109	63.21	894.50	0.031		Significant
	Higher	23	82.11				
Number of Children	Few	61	64.38	2036.00	0.553	0.05	Not Significant
	Many	71	68.32				
Family Income	Single	47	65.67	1958.50	0.852		Not Significant
	Married	85	66.96				

Table 10 was about the difference in the extent of parents' utilization of Early Childhood Care and Development tools in the cognitive domain according to variables. As to age, there was a p-value of 0.732, 0.553 for the number of children, and 0.852 for the average family monthly income, which is all greater than the tabular p-value of 0.05, interpreted as insignificant. However, the variable of educational attainment has a p-value of 0.031, which is less than the tabular p-value of 0.05, interpreted as significant. Higher-educated parents may know more about the positive effects of ECCD tools for mental development and are, therefore, more likely to participate in these activities. On the other hand, people with less education may need to be more familiar with or aware of these tools. This observed difference may result from different educational backgrounds and levels of knowledge and resources. Varghese and Wachen (2016) confirmed a direct, positive, and relatively strong association between parental involvement and children's cognitive skills development.

Table 11

Difference in the Extent of Parents' Utilization of ECCD Tools in the Socio-Emotional Domain Based on Demographics

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	64	71.59	1850.00	0.136	0.05	Not Significant
	Older	68	61.71				

Educational Attainment	Lower	109	62.61	830.00	0.011	Significant
	Higher	23	84.91			
Number of Children	Few	61	65.38	2097.00	0.754	Not Significant
	Many	71	67.46			
Family Income	Single	47	64.30	1894.00	0.622	Not Significant
	Married	85	67.72			

Table 11 shows the difference in the extent of parents' utilization of the Early Childhood Care and Development tool in the socio-emotional domain according to variables. As to age, there was a p-value of 0.136, 0.754 for the number of children, and 0.622 for the average family monthly income, which is all greater than the tabular p-value of 0.05, interpreted as insignificant. However, the variable of highest educational attainment has a p-value of 0.754, which is greater than the tabular p-value of 0.05, interpreted as significant. Therefore, the hypothesis that there is no significant difference in the extent of parent's utilization of ECCD tools according to the socio-emotional domain is rejected. Higher-educated parents might have more access to resources and information about socio-emotional development, which could result in more intentional and informed use of ECCD techniques in this area. Furthermore, parents with higher levels of education might also better understand the importance of socio-emotional skills and the tools used to develop them. On the other hand, Parents with lower levels of education may not have as much exposure to this knowledge, which could be responsible for variations in the socio-emotional domain of ECCD tool usage.

Coleman and Karraker (2000) corroborated this result when they reported that a mother's higher-level education enhances the cultural development of her child. According to their research, moms with higher levels of education appeared to know more about how children grow and to use more successful parenting techniques and tactics, which led to improved interactions with their kids.

Conclusion

Parents' great extent of utilization of the ECCD tools means they are actively and effectively employing these tools to support their child's holistic development. Their education attainment influenced their participation in their child's early stage of development. The findings of this study call for kindergarten parents to be aware that their child needs their full cooperation and attention to fully develop the skills required to progress into more complicated skills they need to the next level of education. It is imperative for parents to likewise provide their full support and cooperation to teachers in implementing the ECCD tools as part of the kindergarten curriculum. Indeed, the researcher recommended an intervention plan to address the kindergarten parents' needs for ECCD utilization. Likewise, school internal and external stakeholders were encouraged to take part in molding the learners at a very early age.

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