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**Research Article**

# Influence of The Home Routines to The Self-Help Skills of The Kindergarten Learners

Mirasol T. Ocanada<sup>1</sup>, Ramil P. Manguilimotan<sup>2</sup>, Gengen G. Padillo<sup>3</sup>, Emerson D. Peteros<sup>4</sup>, Reylan G. Capuno<sup>5</sup>

<sup>1,2,3,4,5</sup>Cebu Technological University-Main Campus

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## **Abstract:**

The research aimed to determine the relationship between the influence of home routines on the self-help skills of Albuera North Central Elementary School, Division of Leyte's kindergarten learners during the school year 2022-2023. A descriptive-correlational research design was used. The parent-respondents who answered the adapted questionnaire were selected through simple random sampling to gather data about the frequency level of kindergarten learners' performance in home routines and the level of development of self-help skills. The gathered data were treated statistically using frequency count, simple percentage, weighted mean, and Pearson's *r*. Results revealed that most of the learners are 5 years old, whose parents are high school level, with 3 to 4 siblings, and have a monthly income of Php 10,000 and below. Moreover, the learners often perform the home routines before going to school and always perform the routinary tasks after school. Furthermore, the learners have developed self-help skills. It was also found that there was no significant relationship between the influence of home routines and the self-help skills of kindergarten learners. Hence, the home routines cannot influence the self-help skills of the learners. It is recommended that the Enhancement Plan be implemented to help the parents deal with their learners' self-help skills development.

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**Keywords:** Early Childhood Education, Kindergarten learners, home routines, self-help skills, descriptive-correlational, Leyte

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## **1. Introduction**

Early Childhood Education (ECE) is a universally implemented curriculum. It educates children early to prepare them for lifelong learning, sustaining their knowledge and skills acquired and applied as early as they grow and meet challenges along the way. ECE refers to the years of preschool or "Pre-K" in which learners are educated. Formal and informal educational experiences are crucial to a child's cognitive, mental, and body conditions, including social aspects, for progress throughout these formative years of childhood.

Kindergarten is the compulsory and mandatory entry stage to primary education as stipulated in Republic Act 10157; the Kindergarten Education Law in section 2 provides that all five (5)-year learners shall be given equal opportunities for Kindergarten Education to effectively promote their physical, social, emotional, and intellectual development, including values formation so they will be ready for school. This was so since the Department of Education (DepEd) believes that kindergarten is the transition period from informal to formal literacy (Grades 1-12), considering that age five (5) is within the critical years where positive experiences must be nurtured to ascertain school readiness.

Republic Act 10157 of 2012, section 3c, states that kindergarten education shall be understood in the act to mean one year of preparatory education for learners at least five (5) years old as a prerequisite for Grade 1. The Kindergarten Education Act provides equal opportunities for all learners to access and receive mandatory kindergarten education. This sets the basic standards for an efficient and effective kindergarten education program implementation for both public and private schools nationwide and shall serve as the basis for accreditation and recognition of those intending to put early learning centers in place. Moreover, it provides that the curriculum is designed to cater to the needs of learners with special needs or learners who are gifted, those with disabilities, and other diverse learners by adopting services in addition to the standards provided, such as the Head Start Program for the Gifted, Early Intervention Program for Learners with Disabilities, Early Madrasah Program (KMP), Indigenous People (IP) Education, and Catch-Up Program for Learners under Especially Difficult Circumstances. According to Ng and Wei (2020), parental ideas have a significant influence on learners' minds.

The National Early Learning Framework views the Filipino child as the country's most important asset (Bartolome & bin Mamat, 2020). Thus, from birth, the child must be given care and all the opportunities to address his developmental needs and prepare him for lifelong learning. The child is recognized as unique with unlimited potential manifested in various strengths and abilities. Thus, a caring environment should be provided for the child's holistic development. The Omnibus Policy on Kindergarten Education is outlined in DepEd Order No. 20, s. 2018, issued by the Department of Education (DepEd) in the Philippines. This policy aims to standardize and clarify the kindergarten enrollment process and ensure that it aligns with the developmental needs of young learners. This DepEd Order further provides a comprehensive Kindergarten Education policy covering the following different components

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of implementing the Kindergarten Education Program: a) curriculum, b) instruction, such as teaching methodologies and strategies, c) assessment, d) learning resources and instructional materials, e) learning space and environment, and f) monitoring and evaluation for the standard delivery of kindergarten services. The DepEd ensures that the unique needs of diverse learners will be addressed, and the kindergarten Education General Curriculum will cater to the needs of learners with special needs under difficult circumstances. Kindergarten education was institutionalized as part of basic education and was implemented partially in the school year 2011-2012. It was made mandatory and compulsory for entrance to Grade 1.

As envisioned in the NELF, the Filipino child shall be inspired by all who nurture the learners and ensure that the child's environment is conducive to meaningful engagement in early learning and development. NELF aims to provide the child with early learning and development programs appropriate for various ages of development, gender-fair, sensitive to diverse cultures, and where she may be given the love and care of family and community.

The learners' learning needs to be assessed for their growth and development progress. Pouessel et al. (2020) pointed out that the assessment of learners from birth through preschool differs from that of older people. Not only can young learners not write or read, but the young developing child presents various challenges that influence the choice of assessment strategy. Assessment methods must be matched with the mental, social, and physical development level at each stage. As assessed by Deserno et al. (2021), developmental change in young learners is rapid, and there is a need to assess whether development is progressing normally. If development is abnormal, the measurement and evaluation procedures are important in making decisions regarding appropriate intervention services during infancy and preschool.

According to Davis and Elliott (2023), early childhood education allows the little ones to learn, discover, and play in a safe, nurturing environment outside of their home. Learners are encouraged to explore colors, letters, numbers, sounds, nature, art, and other topics.

Managing learners' character is the most significant instrument of a childcare provider, making the classroom an effective learning environment (Eckhardt & Egert, 2020). Good behavior reduces disruptions and helps learners stay in place (Margaritis et al., 2020) each other ready for the activities of the day. Therefore, teachers, parents, caregivers, and adults should be guided to facilitate explorations of our young learners in an engaging and creative curriculum that is developmentally appropriate and immerses them in meaningful experiences. Providing varied play-based activities leads them to become emergent literates and helps them acquire the competencies to develop holistically naturally. They can understand the world by exploring their environment as they are encouraged to create and discover, eventually leading them to become willing risk-takers and ready to tackle formal work. (Mirasol et al., 2021).

## **2. Objectives of the Study**

This research determined the relationships between home routines and the self-help skills of kindergarten learners at Albuera North Central Elementary School, Albuera, Leyte, at the Division of Leyte, as the basis for the enhancement plan. It sought to answer the profile of the kindergarten learners, the levels of frequency of kindergarten learners' performance of home routines in terms of before going to school, after-school routine, and morning routines; the level of development of self-help skills of the learners; and test of significance of the relationship between the influence of home routines and the self-help skills of the learners.

## **3. Research Methodology**

### **3.1 Design**

This study employed the descriptive-correlational design, which gathers data without experimentation and checks whether relationships exist between the variables (Seeram, 2019). The study is descriptive, as it describes the learners' profiles regarding their home routines: before, after school, and weekly routines. This used simple random sampling. According to Lohr (2021), sampling takes a small, random portion of the entire population to represent the entire data set in which each member is equally likely to be chosen.

### **3.2 Respondents**

The respondents of this study were the parents of the kindergarten learners, both male and female, in Albuera North Central Elementary School, Division of Leyte. There are four sections, with a maximum of 50 learners in each Kindergarten level class. Each section randomly selected 25 learners regardless of their sex, and then their parents were the actual respondents of the study to answer the research instruments.

The class advisers prepared a list of the select learners and the names of their parents in their respective sections and submitted the list to the researcher as the respondents of this research. These learners were informed by their respective advisers that they participated together with their parents.

### **3.3 Instruments**

Three instruments were used in this study. The first was a validated self-made tool for the profile of the respondents, which included age and gender, parents' highest educational attainment, number of siblings, and combined monthly income of parents. The second

instrument was taken from a published instrument by (Beltrán-Navarro et al., 2018), which includes the routine of learners before and after school and morning routines. The third instrument was based on the Philippine Early Childhood Development (PECD) checklist of the Department of Education (DepEd) for the Kindergarten Assessment of Learning, particularly the self-help skills of Kindergarten Learners.

**3.4 Data Gathering Procedure**

The following were the steps undertaken by the researcher during the study.

First, the researchers asked permission from the office of the Public School District Supervisor (PSDS) for the research to be conducted in Albuera North Central Elementary School, which was endorsed and forwarded to the Schools Division Superintendent for approval. The researcher also asked permission from the principal of Albuera North Central School to conduct research at the Kindergarten level. The consent was granted, and the researcher prepared the research tools.

Second, they prepared the instruments for personal profiles, home routines, and self-help skills enough for the respondents. Then, they oriented the kindergarten teachers to use the research tools. The teacher assisted the learners in answering the questions in the tools. If there were items that could not be responded to by the learners and needed assistance from the parents or guardians, the class adviser facilitated the parents' participation in accomplishing the research instruments.

Three weeks after thoroughly answering the instruments, the researchers retrieved the completed research forms from the five advisers and checked whether the completed materials had been returned. They consolidated the data in the personal profiles of learners, their profile on home routines, and their self-help skills from the PECD domains. The consolidated data were treated with the appropriate statistical tools.

After data consolidation, they treated the data statistically using simple percentages, weighted mean, and Pearson's r. They ensured that this study's respondents or participants were honest and could be trusted. Considering that the contents of the survey forms and other research tools are personal matters, any information related to this study is highly confidential and must be kept well. No one is allowed to reveal any significant information about what has been seen or read except to return or submit the forms one by one directly to the researcher. Every participant or respondent was reminded of secrecy and discipline. Republic Act 10173, the Data Privacy Act, seeks to protect all forms of information, be it private, personal, or sensitive.

**3.5 Statistical Treatment of Data**

This research used a descriptive-correlational approach. The data were treated using descriptive statistical methods to infer the data received from the respondents through survey questions.

**Frequency and Simple Percentage.** These tools were used to treat data on the respondents' profiles regarding age and gender, parents' highest educational attainment, learners' number of siblings, and combined monthly family income.

**Weighted mean.** This was used to treat data about home routines and learners' self-help skills.

**Pearson's r.** This was used to treat the significant relationship between the influence of home routines and the self-help skills of the learners at a 0.05 level of significance.

**4. Results and Discussions**

This part presents the data gathered on the profile of the respondents, the levels of frequency of kindergarten learners' performance of the home routines inventory, and the level of the learners' development of self-help skills.

**4.1 Profile of the Learners**

Tables 1-4 present the learners' profiles regarding age and gender, parents' highest educational attainment, number of siblings, and combined monthly family income.

**Table 1: Age and Gender of the Learners**

Age (in years)	Female		Male		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
7 and above	0	0.00	1	1.00	1	1.00
6	20	20.00	23	23.00	43	43.00
5	25	25.00	31	31.00	56	56.00
<b>Total</b>	<b>45</b>	<b>45.00</b>	<b>55</b>	<b>55.00</b>	<b>100</b>	<b>100.00</b>

Table 1 shows that learners were at the age between 5 or 6 years old. It can be gleaned from the table that most of the learners aged 5 years old and dominated by males. The Department of Education institutionalized the kindergarten program as part of curriculum

innovation. Most children are ready to start learning at age 5, and the first few years focus on learning the fundamentals (Kokkalia et al., 2019).

**Table 2: Parents’ Highest Educational Attainment**

Educational Attainment	Mother		Father	
	f	%	f	%
College Graduate	7	7.00	8	8.00
College Level	15	15.00	18	18.00
High School Graduate	34	34.00	25	25.00
High School Level	32	32.00	29	29.00
Elementary Graduate	7	7.00	10	10.00
Elementary Level	5	5.00	10	10.00
<b>Total</b>	<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>

The data shows that 32 percent of the mothers and 29 percent of the fathers are high school graduates, with a total of 61 percent. On the other hand, 59 percent of parents are high school graduates, 15 percent are College graduates, 33 percent are College graduates, 17 percent are Elementary graduates, and 15 percent are Elementary graduates.

The data suggest that the parents have a basic level of education, which can influence their ability to support their children’s academic endeavors. High school graduates will likely value education and understand its importance (Dietrich et al., 2021), potentially leading to an environment that encourages school attendance and completion.

The results implied that regardless of their educational attainment, a father or a mother is aware of their responsibility to address the needs of their children. There is a tremendous advantage if both parents have higher educational attainment (Autor et al., 2019), the chances that the couple can land a job with a better combined monthly income. Also, Rosengren et al. (2019) state that the higher the education level achieved, the higher the earnings.

**Table 3: Learners’ Number of Siblings**

Number of Siblings	f	%
5-6	19	19.00
3-4	45	45.00
0-2	36	36.00
<b>Total</b>	<b>100</b>	<b>100.00</b>

Table 3 shows that 45 percent of the respondents have 3 to 4 siblings, 36 percent have 0-2 siblings, and 19 percent have 5-6 siblings. It is understood that the number of siblings is essential in supporting one another in the family. Siblings understand each other to achieve a common goal, particularly in school activities. Healthy sibling relationships promote empathy, prosocial behavior, and academic achievement. “Sibling relationships can be life-changing, but it is important to ensure that these relationships stay healthy in the long run.

**Table 4: Combined Monthly Income of Parents**

Monthly Income (in pesos)	f	%
Above 30,000	1	1.00
25,001-30,000	0	0.00
20,001-25,000	0	0.00
15,001-20,000	0	0.00
10,001-15,000	18	18.00
10,000 and below	81	81.00
<b>Total</b>	<b>100</b>	<b>100.00</b>

Table 4 shows that 81 percent of the family’s income is a combined income of 10,000 and below, 18 percent have a monthly income of 10,001 to 15,000, and only 1 percent have an income above 30,000. None belong to the income brackets of 15,000 to 30,000. The data suggest that most respondents can only raise enough to support the family. The higher the education level, the higher the

earnings (Omar & Inaba, 2020). Hence, if both parents work, they most likely have a better monthly income for the family, especially if they have high educational attainment.

**4.2 Level of Frequency of Kindergarten Learners' Performance of Home Routines**

The routines that learners repeatedly do without being told. The number of times the learner does the task before going to school, after school routine, and morning routine repeatedly. Tables 5-7 present the results.

**Table 5: Level of Frequency of the Learners' Home Routines Before Going to School**

S/N	Indicators	WM	Verbal Description
	My child prepares the following:		
1	Notebook	3.43	Always
2	Paper	3.21	Often
3	Coloring Materials	2.77	Often
4	Pencil	3.56	Always
5	Plastic Envelope	2.89	Often
6	Lunch and Snacks	3.59	Always
7	Spill-proof water bottle	3.13	Often
8	Milk/Juice	2.99	Often
9	Extra clothes	2.78	Often
10	Extra underwear	2.50	Often
11	Diaper	1.77	Sometimes
12	Tissue/wipes	2.51	Often
<b>Aggregate Weighted Mean</b>		<b>2.93</b>	<b>Often</b>

**Legend:** 3.25-4.00- Always; 2.50– 3.24-Often;1.75 – 2.49-Sometimes; 1.00 –1.74–Never

As presented in Table 5, the level of frequency of the learners of the home routines in terms of routine before going to school got an aggregate weighted mean of 2.93, which is verbally described as **Often**. It is noted that among the 12 routines that the child always prepares before going to school are a notebook, pencil, lunch, and snacks, while often prepared are paper, coloring materials, plastic envelope, spill-proof water bottle, milk/juice, clothes, extra underwear, tissue, and wipes. Sometimes prepared is a Diaper. It is implied that children are always conscious of what is to be prepared, and often, these are the least priorities and may be considered their best practices. According to Silva et al. (2020), having a routine is particularly important for children, especially their mental health and behavior.

**Table 6: Level of Frequency of the Learners' Routine After School**

S/N	Indicators	WM	Verbal Description
	My child do the following after school:		
1	Take off clothes	3.20	Often
2	Put clothes to proper place	3.18	Often
3	Take off shoes	3.27	Always
4	Put shoes to proper place	3.25	Always
5	Wash hands	3.35	Always
6	Empty bag	2.67	Often
7	Eat snack	3.41	Always
8	Do homework	3.43	Always
9	Play	3.48	Always
10	Rest	3.39	Always
11	Body wash	3.50	Always
12	Toothbrush	3.59	Always
<b>Aggregate Weighted Mean</b>		<b>3.31</b>	<b>Always</b>

As shown in Table 6, data revealed that the learners' priorities after school are: Take off shoes, with a weighted mean of 3.20, described as **Often**; put clothes in their proper place, with a weighted mean of 3.18, described as **Often**; empty bag, with a weighted mean of 2.67 described as **Often**. Take off shoes, put shoes in their proper place, wash hands, eat snacks, do homework, play, rest, body wash, and toothbrush, with a weighted mean of 3.31, described as **Always**. Overall, the aggregate weighted mean of the level

of frequency of the learners’ routine after school is **Always**.

The data suggest a robust and consistent structure in their daily activities, which has several positive implications. This regularity likely enhances the development of self-help skills such as completing homework, organizing school materials, and maintaining personal hygiene through repetition and predictability. Moreover, structured routines can improve academic performance by ensuring dedicated time for homework and reading, reinforcing school learning. Emotionally, such routines provide stability and security, reducing anxiety and promoting focus and calmness.

The results imply that almost all after-school routines are done well, leading to mastery of the practices. According to Ehn and Löfgren (2020), routine helps reduce stress and brings a feeling of security.

**Table 7: Level of Frequency of the Learners’ Morning Routine**

S/N	Indicators	WM	Verbal Description
My child prepares the following:			
1	Wakes up early	3.23	Always
2	Make his/her bed	2.75	Often
3	Takes a bath	3.39	Often
4	Eats breakfast	3.49	Always
5	Brushes his/her teeth	3.44	Often
6	Get dress Alone	3.18	Always
7	Brushes his/her hair	3.15	Often
8	Prepare his/her snacks, lunch, and water	2.99	Often
9	Put the needed things in his/her bag	2.92	Often
10	Put on his/her shoes	2.98	Often
<b>Aggregate Weighted Mean</b>		<b>3.15</b>	<b>Often</b>

As shown in Table 7, the frequency level of the learner's morning routine is **often** at an aggregate weighted mean of 3.15. Accordingly, he eats breakfast with a weighted mean of 2.49, interpreted as Always, brushing his/her teeth with a weighted mean of 3.44 as Always, and takes a bath with a weighted mean of 3.39 as Always. The least among the routines interpreted as **Often** with a weighted mean of 2.75 is making his/her bed.

The data suggest a significant pattern in the learners’ morning routines. It reveals a significant pattern in their daily habits. Also, the data indicate a consistent, though not unwavering, adherence to these activities. This frequency suggests that while learners regularly engage in specific morning behaviors, there may still be occasional variability or exceptions. The regularity captured by "often" implies that these routines are essential and likely contribute to a structured start to their day, potentially enhancing their readiness for learning and overall productivity. However, it also leaves room for flexibility, allowing for adaptation and adjustment in response to varying circumstances, which can be beneficial for maintaining balance and reducing stress.

Generally, "often" reflects a robust yet adaptable routine, pointing to the importance of structured habits in learners' daily lives while accommodating the natural variability of human behavior. Spinelli et al. (2020) emphasized that young children do not yet understand the concept of time, so they do not order their lives by hours and minutes but rather by the events that happen.

**4.3 Level of Development of Self-Help Skills of the Learners**

Table 8 shows the level of the learners' self-help skills development. 22 indicators are being surveyed to assess this level. The development of these identified self-help skills is assessed as Not Developed, Less Developed, Developed, and Highly Developed.

**Table 8: Level of the Development of Self-Help Skills of the Learners**

S/N	Indicators	WM	Verbal Description
1	Feeds self with finger food (e.g. biscuits, bread) using fingers	3.29	Highly Developed
2	Feeds self using spoon with spillage	2.88	Developed
3	Feeds self using fingers without spillage	2.76	Developed
4	Feeds self using spoon without spillage	2.97	Developed
5	Eats without need for spoon feeding during any mea	2.78	Developed
6	Helps hold cup for drinking	3.10	Developed
7	Drinks from cup with spillage	2.84	Developed
8	Drinks from cup unassisted	3.10	Developed
9	Gets drink for self unassisted	2.92	Developed
10	Pours from pitcher without spillage	2.74	Developed

11	Prepares own food/snack	2.37	Less Developed
12	Prepares meals for younger siblings/family members when no adult is around	2.44	Less Developed
13	Participates when being dressed (e.g. raises arms or lifts leg)	2.83	Developed
14	Pulls down gartered short pants	3.28	Highly Developed
15	Removes sand	3.02	Developed
16	Dresses without assistance except for buttons and tying	2.92	Developed
17	Dresses without assistance including buttons and tying	2.74	Developed
18	Informs the adult only after he has already urinated (peed) or moved his bowels (poohed) in his underpants	2.64	Developed
19	Informs adult of need to urinate (pee) or move bowels (poohpooh) so he can be brought to a designated place (e.g. comfort room)	2.87	Developed
20	Goes to the designated place to urinate (pee) or move bowels (pooh) but sometimes still does this in his underpants	2.84	Developed
21	Goes to the designated place to urinate (pee) or move bowels(pooh) and never does this in his underpants anymore	2.70	Developed
22	Wipes/Cleans self after a bowel movement (pooh)	3.05	Developed
<b>Aggregate Weighted Mean</b>		<b>2.87</b>	<b>Developed</b>

**Legend:** 3.25-4.00- Highly Developed; 2.50– 3.24- Developed ;1.75 – 2.49- Less Developed; 1.00 –1.74–Not Developed

As presented in Table 8, the learners' level of self-help skill development is **Developed** with an aggregate mean of 2.87. Of the 22 indicators of self-help skills, two (2) are highly developed with a weighted mean of 3.28: pulling down, gartered short pants, and feeding using fingers with a weighted mean of 3.29. As shown in the table, most of the indicators are interpreted as developed. There are two indicators with a weighted mean of 2.37, which is to prepare one's food/snack, and a weighted mean of 2.44, which is to prepare meals for younger siblings/family members when no adult is around verbally described as less developed.

It is implied that children's self-help skills are progressing as indicated and need constant correct practice, proper guidance, and persistent reminders. According to DeLuca et al. (2020), one of the best ways parents can prepare their children for kindergarten is to encourage independent skills over the summer months.

**4.4 Test of Significance of the Relationship**

Table 9 presents the test of significant relationships between the learners' home routines and self-help skills.

**Table 9: Test of Significant Relationship between the Home Routines and Self-Help Skills of the Learners**

Variables	r-value	Strength of the Correlation	p-value	Decision	Result
Routine before Going to School and Self-help Skills	-0.103	Negligible Negative	0.307	Do not reject Ho	Not significant
Routine after School and Self-help Skills	-0.146	Negligible Negative	0.147	Do not reject Ho	Not significant
Morning Routine and Self-help Skills	-0.088	Negligible Negative	0.383	Do not reject Ho	Not significant

\*significant at p<0.05 (two-tailed)

As presented in Table 9, the computed r-value between routine before going to school and self-help skills is -0.103, indicating a negligible negative correlation. In addition, a computed r-value of -0.146 between routine after school and self-help skills and a computed r-value of -0.088 between morning routine and self-help skills indicate a negligible negative correlation for both variables. Moreover, the computed p-values of 0.307 for routine before going to school and self-help skills, 0.147 for routine after school and self-help skills, and 0.383 for morning routine and self-help skills indicate that the computed p-values are larger than the 0.05 level of significance, which suggests that there is no sufficient evidence to reject the null hypotheses. Hence, there is no significant relationship between home routines and the self-help skills of the learners.

The data imply that home routines cannot influence the self-help skills of kindergarten learners; likewise, the self-help skills cannot affect the home routines of the learners. According to Ramos (2021), it is possible that the effect truly does not exist in the population. Another is that the sample size was too small to detect the effect.

## 5.0 Conclusion

Based on the study's findings, home routines have no significant relationship to the self-help skills of the learners. Hence, the performance of the kindergarten learners in home routines-before going to school, after school, and morning routines, cannot influence the self-help skills development of the learners.

## 6.0 Recommendations

In light of the study's findings, it is recommended that the enhancement plan crafted as the study's output be adopted and implemented.

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