Effectiveness of Hands-on Learning Activities in Improving the Performance of Kindergarten Learners

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Abstract: This study determined the effectiveness of hands on activities in improving the performance of kindergarten in two selected schools in the Division of Talisay City and Division of Cebu City for the school year 2022-2023 as basis for a proposed action plan. This study determined the effectiveness of hands on activities in improving the performance of kindergarten in two selected schools in the Division of Talisay City and Division of Cebu City for the school year 2022-2023 as basis for a proposed action plan. Through a descriptive-comparative study, survey questionnaires were given to 209 parents and teachers as the respondents across the said two schools and the data obtained were analyzed using descriptive and correlational statistics. Results revealed that parents and teacher's perception in the effectiveness of hands on activities in improving the performance of kindergarten learners are very effective. It was also evident that incorporating hands-on learning into the classroom or into the home is an easy way to show children exactly how they are learning can be used in the real world. There were observed a significant relationship between parents and teacher's perception in the effectiveness of hands on activities in improving the performance of Kindergarten learners. In conclusion, it's important to note especially to the parents and teachers that when people hear the word "creativity," their minds often go immediately to subjects like art and music. While these are of course important classes for children, and should play a role in child's education. Parents and teachers should be involved in order to manifest learning using the effectivity of hands-on activity. Action plan was formulated to provide help and support to parents and the school in general.

Keywords: Early childhood education, Hands-on learning, Descriptive-Comparative Design, Talisay City, Philippines

1. INTRODUCTION

Rationale of the Study

Early child development sets the foundation for lifelong learning, behavior, and health. The experiences children have in early childhood shape the brain and the child's capacity to learn, to get along with others, and to respond to daily stresses and challenges. They get to discover all these new things about the world they're living in. There is also exciting music, art, and toys they don't have access to at home. These early exposures inspire children to want to know more. They develop a passion for knowledge that will last them a lifetime. Children are cared for as their families provide nutrition, shelter, nurturing, stimulation and protection. One of the significant benefits of early childhood education is that it builds a love of learning that lasts well past the preschool years. In preschool, children's lessons are presented as fun games and activities.

The most important reason for monitoring each child's development is to determine whether a child's development is on track. Looking for developmental milestones is important to understanding each child's development and behavior. Milestones can help explain a child's behavior. The investigation has confirmed many apparently intuitive elements benefits of hands-on learning and also documented a variety of windfall benefits. That's why the pursuit of study about its effectiveness in improving learners' performance are needed due to lack of studies investigating its potential benefits in teaching and learning process. The Learning by doing is effective in stimulating the natural curiosity of learners the students develop critical thinking skills as well as the creativity in expressing themselves well. Learning by doing means learning from experiences resulting directly from one's actions. In other words, it is a method by which students make the most of their education through active participation.

In the process, the learner took ownership of own learning. Whereas, the teachers' role is to guide the students to facilitate by providing them with multiple activities and teaching materials. The final benefit of learning by doing is that it builds up your skills for success. Learning by doing encourages you to step out of your comfort zone, discover something new, and try things out for the first time. You're bound to make a mistake or two, but this technique doesn't shame you for it. As a result, learning by doing can build your initiative for new things as well as persistence towards growth and development in a field. This could also lead to team management and collaboration skill growth. These are all vital things in personal growth as we move towards the future.

The Kindergarten years are also substantial time in children's total development. It provides a variety of learning opportunities and experiences that are based on assessment information and the strengths, needs, and interests of the children. It is vital that collaboration of both teachers and community to provide inspiring and engaging learning experiences that will boost children's confidence and to provide a strong foundation for their future intellectual, physical and social development as early years are crucial in the formation of intelligence, personality and social behaviour. Hands-on learning allows for equal visibility of common learning styles in the classroom. Some children learn best by looking at visuals, some by listening to a parent or teacher speak, and some by reading and writing about a given topic. These are called visual, auditory, and reading/writing learning styles, respectively. But there is a fourth learning style that is easy to overlook: Kinesthetic learning, which is a fancy way of saying "learning by doing." There are a lot of theories about why hands-on learning is so effective. The reality is, there is no single reason why. But one hard-to-argue fact about hands-on learning is this: It is incredibly engaging. When students are forced to do something, they are engaged in active learning. They're practicing their critical thinking skills and they're putting their knowledge to the test.

Most importantly, this form of learning gives opportunities for students to actively create knowledge, instead of passively consuming it. In order to create, in order to do, students must be engaged in their education. And engagement has for years been linked to greater academic success like increased test scores and greater academic achievements. "Learning is defined as the construction of knowledge as sensory data has meaning in terms of previous knowledge

This study determined the effectiveness of hands on learning activities in improving the performance of kindergarten learners at the identified public and private elementary school in City of Talisay Division and Cebu City Division, Cebu for school year 2022-2023 the result of this study is valuable because the data provide baseline situation of the realities that parents and teachers experience during the conduct and implementation of hands-on learning activities to the learners. Possible intervention plans for parents may stem out from the results as output of the study as basis for an action plan.

2. THEORETICAL BACKGROUND

This study is anchored on the theory of Vygotsky's concept of the zone of proximal development by (Daniels, 2000; Wertsch, 2001) Piaget's Theory of developmental stages in cognitive development (Crowl et al., 1997; Miles, 2002) Bruner's Theory of learning active exploration and discovery (Crowl et al., 2000). Gagne's Theory of intellectual skills in creating a hierarchy due to the complexity (Gagne's, 1985; Briggs and Wager, 1981; Gange, Briggs and Wager, 1988). Also, this is supported by the following legal bases: 1] Republic Act No. 10533 "ENHANCED BASIC EDUCATION ACT OF 2013" 2] Republic Act 10157 or Kindergarten Education Act.

Vygotsky's concept of the zone of proximal development is based on the idea that development is defined both by what a child can do independently and by what the child can do when assisted by an adult or more competent peer (Daniels, 2000; Wertsch, 2001). According to Vygotsky, for the curriculum to be developmentally appropriate, the teacher must plan activities that encompass not only what children are capable of doing on their own but what they can learn with the help of others (Karpov & Haywood, 1998). The zone of proximal development refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner. According to Piaget, developmental stages are the key to cognitive development. School children and adolescents develop operational and logical thinking systematic manipulation of symbols.

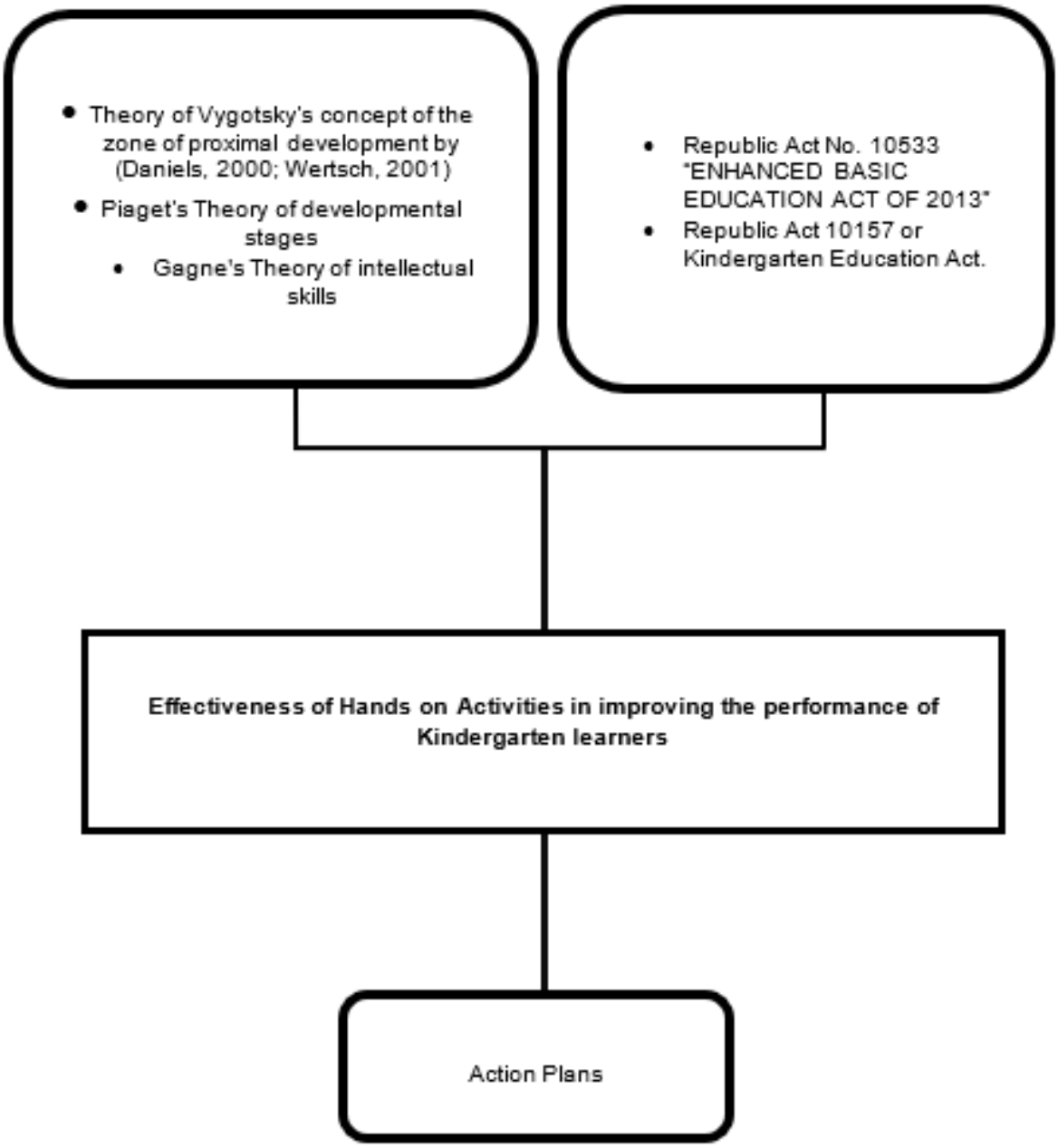

Figure 1: Theoretical Conceptual Framework of the Study

According to Piaget, developmental stages are the key to cognitive development. School children and adolescents develop operational and logical thinking systematic manipulation of symbols. As teens enter adulthood, they do develop skills such as the logical use of symbols related to abstract, scientific concepts reasoning and testing of hypotheses. These skills are at the heart of the problem solution, self-reflection and critical reasoning (Crowl et al., 1997; Miles, 2002). Bruner's Theory emphasized that learning processes include active exploration and discovery, inductive reasoning and intrinsic motivation. The stages of cognitive development are not linear; can occur simultaneously. Bruner introduces the "spiral curriculum" in which students return to topics already covered in the context of new ones information gained. Both Piaget and Bruner focus on active learning, active research and exploring, inductive reasoning, intrinsic motivation and connecting the past learned concepts and information for new learning. The stages include inactive (practical participation), icons (visual representations) and symbolic (symbols, including math) and scientific symbols) (Crowl et al., 2000).

Gagne's Theory of intellectual skills begin with creating a hierarchy due to the complexity of the skill. Within this structure, discrimination is a prerequisite specific and defined concept, simple rules, complex higher-order rules, and

beyond Troubleshooting. Cognitive strategies can be simple or complex (Gange, 1985; Briggs and Wager, 1981; Gagne, Briggs and Wager, 1988). Postures and motor skills, related learning can include both lower and higher order thinking from the simple application of the instrument to the complex analysis and evaluation of systems. The Montessori method of teaching aligns with the learner-centered ideology of curriculum design, by insisting that teachers design appropriate curriculum through careful observation of their students. Curriculum should be based on students' talents, personal interests, and their physical and social needs (Montessori, 2019). An educative experience, according to Dewey, is an experience in which we make a connection between what we do to things and what happens to them or us in consequence; the value of an experience lies in the perception of relationships or continuities among events. Learning by doing encourages active involvement with the available medium of information and requires you to work harder to memorize it. However, it's a productive method because it helps you embed knowledge into your memory. After all, when you have an in-depth connection to learning, and you'll be motivated to use it anytime John Dewey and Smith (2005). There is also another notable exception in Smith (1994), who does offer a much more informed understanding of Dewey. He acknowledges the important distinction between activity and experience, and notes how: 'conversations with local educators are littered with references to experience [and] in many respects these are the starting point for workers' efforts' (Smith, 2014).

Pursuant to Republic Act No. 10157, otherwise known as the Kindergarten Education Act that supports early childhood care and education in preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. And aims to provide equal opportunities for all children accessible mandatory and compulsory kindergarten and skills stimulation and values formation to sufficiently prepare them for formal elementary schooling, the Department of Education (DepEd) implements the Kindergarten Catch – up Education Program (KCEP) to five-year-old children and above, who are unable to attend or finish any kindergarten education during the school year (SY). (DepEd Order No.11 s. 2017). Republic Act 8980: Early Childhood Care and Development Act, is an act promulgating a comprehensive policy and a national system for Early Childhood Care and Development, providing funds therefore and for other purpose. Early Childhood Care and Development (ECCD) System refers to the full range of health, nutrition, early education and social services programs that provide for the basic holistic needs of young children from birth to age six, to promote their optimum growth and development. The kindergarten program in public schools shall continue to be supported by the Department of Education (DepEd) in cooperation with the Parents, Teachers, and Community Association (PTCA), where applicable, by providing teacher training, supplementary learning materials and reference materials for ECCD programs.

The legal and theoretical bases govern the study, Early childhood education was strengthened through the creation of the Early Childhood Care and Development Act of 2000 (Republic Act No. 8980). In 2011, the Department of Education disseminated copies of Kindergarten Education Act through Republic Act No. 10157 making it compulsory and mandatory in the entire nation. As a provision in this law, children under five years old are required to enroll in kindergarten in any public elementary school in the country. This goes with the implementation of the K-12 system in the Basic Education Curriculum. The Kinder Program or Kindergarten is the first year of a Filipino child's formal opening under the K to 12 Basic Education Program. It is a 10 - month program provided to children who are at least five (5) years old to prepare them for Grade At the heart of the Kindergarten is the child. To ensure that children stay in school, Kindergarten is engaging and play –based; follows developmentally appropriate practices; immerses learners in meaningful experiences; and uses Mother Tongue as the primary medium of teaching and learning. Studies shows that children who participate in quality early childhood "perform better in school, and become productive members of the community and society" (UNICEF Philippines, 2015). That is why Kindergarten is vital to the development of the Filipino child. Kindergarten is now mandatory and compulsory for all Filipino children. (Republic Act 10157 and Republic Act 10533).

The legal and theoretical bases govern the study since classes now are held and happening blended, where parents and teachers are at. They assist their children for the effectiveness of hands on activities in improving the performance of Kindergarten learners while doing their roles, parents and teachers' encounter problems and will affect their perception of the effectiveness of hands-on learning activities, which could affect their involvement towards their children's learning achievement individually. As an output, the study proposes a framework of a program for parents and teachers for the effectiveness of hands-on learning in improving the performance of the learners.

3. THE PROBLEM

Statement of the Problem

This research will assess the effectiveness of hands-on learning activities in improving the performance of kindergarten learners at Tabunoc Central School and in St. Francis of Assisi School – Cebu for school year 2022-2023 as basis for action plans.

Specifically, it seeks answers to the following questions:

1. What is the profile of the respondents in terms of:
   1.1 Parent-respondents,
   1.1.1 age and gender,
   1.1.2 highest educational attainment,
   1.1.3 number of children, and
   1.1.4 combined family monthly income?
   1.2 Teacher-respondents,
   1.2.1 age and gender,
   1.2.2 highest educational attainment, and
   1.2.3 length of service?
2. As perceived by the respondent-groups, what is the level of effectiveness of hands-on learning activities in improving the performance of the kindergarten learners?
3. Is there a significant difference between the parents and teachers' perception on the effectiveness of hands-on learning activities in improving the performance of the kindergarten learners?
4. Based on the findings of the study, what reading skills enhancement plans can be proposed?

Statement of the Null Hypothesis

Based on the objectives of the study, the following null hypothesis will be tested at 0.05 level of significance:

Ho_1: There is no significant difference between the parents and teachers' perception on the effectiveness of hands-on learning activities in improving the performance of the kindergarten learners.

Significance of the Study

This study will benefit to the following entities:

The Department of Education. They can use it to assess the quality of teachers in terms of delivering instructions to the learners. They can resolve challenges encountered by the teachers.

School Administration. This study will be used as the basis on developing the teachers establish their professional growth based on the knowledge towards this new kind of set-up.

Curriculum Developers. The results of the study may inspire curriculum developers integrate significant and relevant strategies with the existing ones to provide various solutions for the difficulties faced by the students with regards to the performance of the preschoolers in Tabunoc Central School and in St. Francis of Assisi School – Cebu. Programs such as using Hands on Activities as an intervention may be inspired by problems, data and findings investigated by the study

The Teachers. The findings of the study may inform them of the on the possible effectiveness of using Hands On activities among preschoolers which may improve their performance in learning process. It may give light on the significant benefits of Hands on Activities that may improve the performance of preschoolers and may also provide possible actions in response to the challenges of implementing it on schools.

The Parents. In this study, the parent will be capacitated by the teacher in times of pandemic as parent – teacher to their children.

The Learners. The problems that teachers will unveil in this study may cause great impact on the performance of the learners especially in terms of their performance in school. These may help the learners cope with or conquer the difficulties they are having in learning and improve performance using Hands On activities.

The Researchers. The outcome of the study is beneficial to present researchers. This provides further knowledge on the assessment of teacher quality teaching and their effects on the kindergarten and elementary learners.

Future Researchers. This study may be one of their bases that a new learning theory will arise.

4. RESEARCH METHODOLOGY

This section presents the research design, the flow of study, the research environment, research respondents, research instruments, data gathering procedure, and the statistical treatment of data. They are being described to provide an easy understanding of the research method.

Design

The study will use the Descriptive-Comparative study to explore the effectivenes in hands on activities in improving the performance of Kindergarten learners. The study is descriptive, as it describes differences between profiles, extent of the learners' participation in hands-on activities. It is also comparative, as the aforementioned variables are not manipulated with one another. Lastly, it is quantitative, where all collected data are numerical in nature. A descriptive comparative research design serves to describe differences between groups in a population without any manipulation (Cantrell, 2020).

Furthermore, the study used sampling technique-universal for teachers. This type of sampling is the selection of sample where not all people in the population have the same probability to be selected in the sample because there are certain levels where the study is applicable while Random sampling for parents. This type of sampling is the simplest random sample allows all the units in the population to have an equal chance of being selected. To ensures that results obtained from your sample should approximate what would have been obtained if the entire population had been measured (Shadish et al., 2002). In this study, only the aforementioned school will be included as respondents of the study because they can best provide useful information in answering the aims of this present study.

Flow of the Study

The Input-Process-Output (IPO) model suits well for this particular study. As dominantly utilized, this model shall represent the investigative flow as well the description of an information process (Sunico et al., 2020).

The inputs of the paradigm are three sets of variables, namely the demographic profiles of parents and teachers' respondents, level of effectiveness of hands-on learning activities in improving the performance of the kindergarten learners, significant difference between the parents and teachers' perception on the effectiveness of hands-on learning activities in improving the performance of the kindergarten learners.

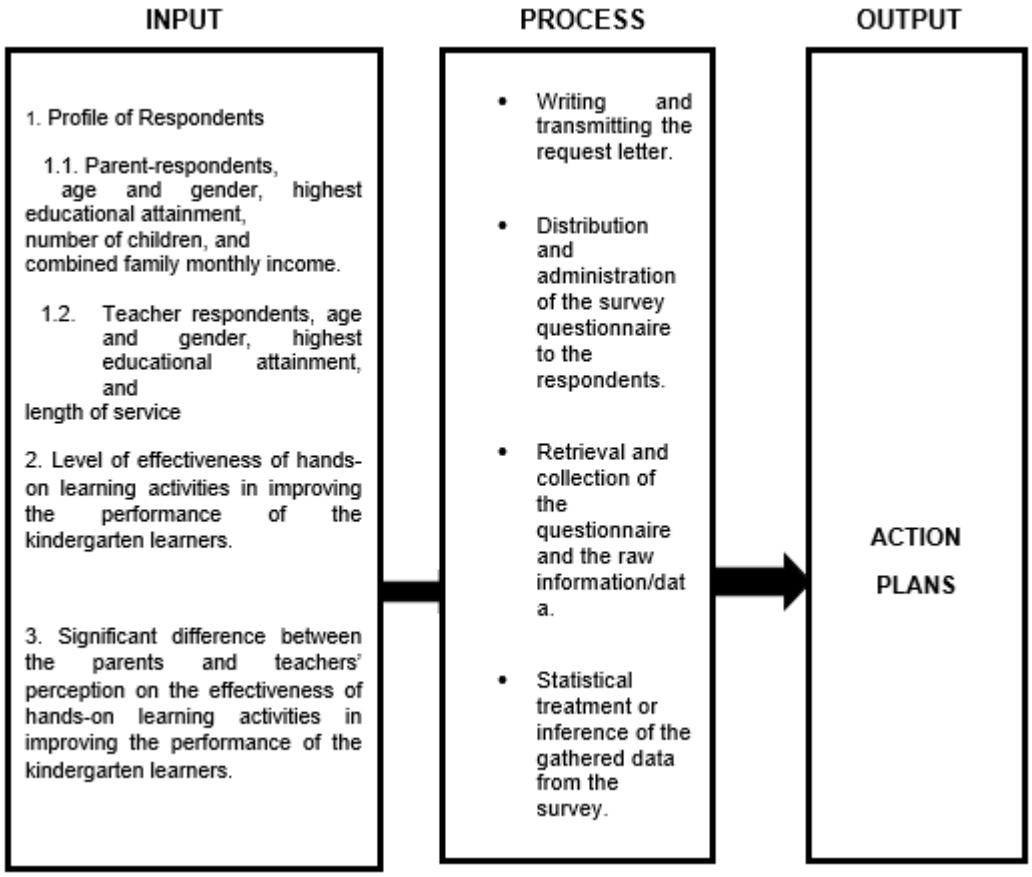

Figure 2. Flow of the Study

The process of the study starts with sending the transmittal letters to the Office of the principal of Tabunoc City Central School and St. Francis of Assisi School Afterwards, informed consent will be asked from the parent participants, and once permitted, they will answer the online survey questionnaire. The collected data will be managed in Microsoft Excel and analyzed through descriptive and correlational analyses.

The results of the study will become the bases for the framework of kindergarten learners in Effectiveness of Hands on Activities in improving the performance of kindergarten learners as output of the study.

Environment

One of the influential criteria in the selection of the research environments for this study is reasoned out by the current health crisis that the Philippines is still battling. It is experienced by all Filipinos that their mobility is restrained at some circumstance while physical gathering of in bigger throng has not been permitted yet. By this scenario, the researchers have decided to consider their respective schools as possible sources of the needed parent-respondents for this incumbent study.

TABUNOK CENTRAL ELEMENTARY SCHOOL it is a public school located in Tabunok Talisay City with the population of more than 305 learners in the year 2022-2023. designed to served and provide access to quality and affordable education. The school, presently, has 16 classrooms in its physical inventory where 3 of these units were purposively allocated to the Kindergarten Classrooms. Aside from these structures, the school has its own library, medical clinic, guidance office, prefect of discipline office, canteen, audio-visual room, quadrangle, and a computer room, science laboratory for experimentations, PTA office, faculty room, academic-based hub, and a counseling area for the facilitation of pupils' issues and concerns. The kindergarten classes are offering

morning and afternoon sessions and has an average class size of 7 learners each session.

ST. FRANCIS OF ASSISI SCHOOL - CEBU it is a private Catholic institution situated in Wisdom Extension, Peace Valley, Lahug, Cebu City with the population of more than 150 learners in the year 2022-2023. It provides quality

Christian education to its students and designed to quality basic education program. The school, presently, has 13 classrooms in its physical inventory where 1 of these units were purposively allocated to the Kindergarten Classroom. Aside from these structures, the school has its own library, medical clinic, guidance office, prefect of discipline office, canteen, audio-visual room, quadrangle, and a computer room, science laboratory for experimentations, PTA office, faculty room, and a counseling area for the facilitation of pupils' issues and concerns. The kindergarten classes are offering morning and afternoon sessions and has an average class size of 8 learners each session.

Respondents

The respondents of the study are the parents and teachers of kindergarten learners in Tabunok Central School and in St. Francis of Assisi School – Cebu.

Table 1 . Distribution of the Respondents

Names of Schools	Teachers		Parents		Total	
	n	%	n	%	n	%
Tabunok Elementary School	9	4.31	170	81.34	179	85.65
St. Francis of Assisi School-Cebu	4	1.91	26	12.44	30	14.35

The parents and teachers are most fit as respondents of the study because they have positive connections to improve children's hands-on learning activities, social competencies and emotional well-being. When parents and teachers work as partners, children do better in school and at home. and as such, they experience problems in dealing learners especially in doing activities that may have affected their extent of providing support and guidance to their students. These learners' respondents will be selected through universal sampling, wherein not all people in the population have equal chance of being selected. Through this, only the parents of kindergarten in Tabunok Central School and St. Francis of Assisi School – Cebu will be included as respondents of the study because they can best provide useful information in answering the aims of this present study.

Instruments

Three tools will be utilized in the study, namely (1) Demographic profile sheet, (2) level of perception and effectiveness of hands-on activities (3) Significant difference between the parents and teachers' perception on the effectiveness of hands-on learning activities in improving the performance of the kindergarten learners. The first tool collects the pertinent profiles to characterize the respondents.

The second tool is adapted and modified from the tool developed by Lubis & Lubis (2020) The tool has seven items which includes the level of perception and effectiveness of hands-on activities and this tool will identified the respondents of the study.

The third tool is called Significant difference between the parents and teachers' perception on the effectiveness of hands-on learning activities in improving the performance of the kindergarten learners, adapted and modified from the study of Garbe et al. (2020). The tool has 21 items and has reliable alpha values the tool is a four-point scale with options ranging from 1 (strongly disagree) to 4 (strongly agree) that seeks to determine the effectiveness of Hand-on activities to kindergarten learners.

Data Gathering Procedure

The data gathering procedure of the study is divided into four stages, namely (1) research permissions, (2) online survey construction, (3) online survey process, and (4) post-survey procedures.

Preparation Stage. The researcher will seek permission from the office of the school principal of Tabunok City Central Elementary School and St. Francis of Assisi School – Cebu to hold the survey to the parents of the kindergarten learners. Once permitted, they will ask informed consent from the parent respondents for their voluntary participation in the study. There will be four sections in the survey namely the informed consent, where participants are asked for their voluntary participation in the study; demographic profile sheet, where they are asked to fill in basic information pertinent to the study. Participation in this study is voluntary, and any individual may withdraw at any time.

Data Gathering Stage. Once the survey is crafted, a URL of the google form will be generated. This link will be then sent to the parent and teachers' respondents to their respective e-mail addresses or Facebook group chats, or with

the adviser's help. They will read the informed consent first and if they agree to participate, they click continue to the next section. All responses will be stored in google form system, protected with a password.

Post Data Gathering Stage. After the google forms survey, the data will be extracted from the google form system as .csv file and then transferred to Microsoft Excel as .xls file for data management and storage, protected with a password. All data will be kept confidential and all names remain anonymous.

Data Privacy. This study will adhere to the mandate of the National Privacy Commission to administer and implement the Data Privacy Act of 2012 and to monitor and ensure compliance for data protection.

Statistical Treatment

The following statistical measures were used to determine **Effectiveness of hands on activities in improving the performance of preschoolers** on the of kindergarten learners of Tabunoc Central School and in St. Francis of Assisi School – Cebu.

Frequency will be used to determine the number of characteristics in which the respondents fall in the same category particularly on their age and gender.

Percentage. It is a fundamental computational tool that will derive the proportional equivalence of a particular response against the overall responses of the parents which shall be translated thereafter in percentage.

Weighted mean. It is a kind of average. Instead of each data point contributing equally to the final mean some data points contribute more weight than others particularly in the level of parental Involvement towards their child's learning in modular distance learning.

T test for independent samples. the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different.

Scale	Numerical Rating	Descriptive Rating	Verbal Interpretation
4	3.25-4.00	Very Effective	The respondents strongly agree on the statements describing the effectiveness of hands-on learning activities in improving the performance of the kindergarten learners.
3	2.50-3.24	Effective	The respondents agree on the statements describing the effectiveness of hands-on learning activities in improving the performance of the kindergarten learners.
2	1.75-2.49	Less Effective	The respondents disagree on the statements describing the effectiveness of hands-on learning activities in improving the performance of the kindergarten learners.
1	1.00-1.74	Not Effective	The respondents strongly disagree on the statements describing the effectiveness of hands-on learning activities in improving the performance of the kindergarten learners.

Scoring Procedures

Scoring Procedure for the level of effectiveness of hands-on learning activities in improving the performance of the kindergarten learners.

Data gathered will be treated using the appropriate tools, and to measure the quantitative variables in this study, the following numerical and descriptive rating is used. The questionnaire is adapted from the Jayani, P. G. (2021),

5. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

SUMMARY

The study determined the effectiveness of hands-on learning activities in improving the performance of kindergarten learners of two selected schools as basis for a proposed action plan.

The study used the Descriptive-Comparative research design that considered 2 variables that are not manipulated between the parents and teachers' perception on the effectiveness of hands-on learning activities in improving the performance of the kindergarten learners and the relationships between the two variables. The researchers conducted this study in Tabunok City Central Elementary School and St. Francis of Assisi school-Cebu where 13 female teacher's and 176 parents participated, respectively. The parent and teachers' respondents were given three instruments, namely demographic profile sheet, and Parents' and teachers' perception on hands-on learning. Pertinent permissions were secured before these instruments were administered to the respondents. After data collection, the data were analyzed through descriptive and correlational statistics. Any p-value equal or less than 0.05 were considered significant.

FINDINGS

Based on the data collected from the research procedures, most of the parent respondents from the two schools were females (32.65%), and teachers' respondents (53.85%). Parents respondents are usually high school graduates (30.10%), (27.04%) college level, and 47 (23.98%) were in college degree. The other parents (20.20%) were in high school level, (4.08%) in Elementary Graduate, (3.06) were Elementary level and (1.53%) attained the Master's level. while teachers' respondents were usually having a master's unit (69.23%), (23.08%) Bachelor's degree, and (7.69%) were Doctorate degree. Parent incomes mostly fell in the brackets of P10,000 and below (46.94%), P10,001-P15,000 (18.37%), and above P30,000 (14.29%). And they mostly had 1-2 schooling children (50.00%).

The parent and teachers' respondents in general were very effective in the hands-on learning activities of the kindergarten learners. The correlational results indicated that the parents' perception of the effectiveness of hands-on learning does not essentially lead to the higher academic achievement of their children.

Furthermore, the relationship between the perception of parents and teachers in the effectiveness of hands-on learning activities in improving the performance of kindergarten learners has significant relationship.

CONCLUSION

Parent-teachers-child interactions lead to the development of beliefs or expectations for success that guide and maintain behavior over time. When parents-teachers model achievement-oriented behavior (e.g. obtaining advanced degrees, reading, continuing education) and provide opportunities for their children to engage in achievement-oriented experiences those children develop the belief that achievement-oriented behavior is valued and expected. The integration of a guide in this study to strengthen the role of the parents and teachers in hands-on learning activities for the educators and most especially the learners. Provides parents and teachers a more comprehensible discussion and explanation on the existing learning modalities, its process and the role of parents and teachers. Strengthening the engagement of parents and teacher in hands-on learning is inevitable.

However, their perceptions on the effectiveness of hands-on learning activities in improving the performance of kindergarten learners Parental and teachers' involvement should go beyond these variables to have a significant impact performance of the learners.

RECOMMENDATIONS

Based on the conclusion of the study, the researchers recommend the following:

1. Parents to give time and involve themselves in the academic endeavor of their children online to provide better support and guidance not only for academic success but also on holistic development;
2. Teachers to communicate with the students about their concerns and to talk to the parents for effective home-school collaboration;
3. Teachers and administrators to use the action plans of this study for guidance and strategic intervention to assist and help parents in their overwhelming struggle as home teachers and learning buddies; and
4. Further researchers to conduct research related to the following directions:

    4.1. Division-wide survey to derive a better picture of the assessment of parents towards online learning;

4.2. Qualitative study to obtain the experiences parents had during their assistance and guidance during online classes of their students;

4.3. Mixed method study to triangulate survey and experience results about online learning in the elementary level

6. OUTPUT OF THE STUDY

This chapter presented the output of the study. The proposed action plan can be utilized by principals, teachers, and parents from in Tabunok City Central Elementary School and St. Francis of Assisi school-Cebu to promote collaboration in addressing effectiveness of hands-on learning activities in improving the performance of kindergarten learners. The proposed action plan could be held quarterly to evaluate the concern that can benefit the parents, the teachers, and the learners.

Rationale

In light of the parent's and teachers' plight effectiveness of hands-on learning activities in improving the performance of kindergarten learners, many have become agitated over the management of their education. It is stemmed from their everyday juggling on household matters and job concerns. Thus, the perception of parents' and teachers on hands-on learning activities in improving the performance of kindergarten learners doesn't just affect the wellbeing of the child but of the parents and teachers' as well.

With the presented data from this study, the researcher proposes recommendations on how to ease parent's and teachers' agitation over their perception of children's hands-on learning activities. It will be presented as an action plan entitled "strengthen Parents' and teachers Level of Engagement in hands-on learning activities", which will address the involvement of the parents and teachers brought by the current blended learning concern and help develop more strategic methods of learning system that can be proven beneficial to the learners, their parents, and the teachers as well.

Objectives

The researchers and parents are expected to achieve the following objectives through a seminar:

1. To assist parents in managing daily schedules while assisting their children's hands-on learning activities.
2. To increase learner engagement when partaking their lessons and active participation in their studies with their parent's encouragement.
3. To encourage learner's full participation in class
4. To develop capacities among parents in assisting their children on hard-to-understand lessons.
5. To educate parents the importance of helping learners and to in increased skills development among basic education learners.

Scheme of Implementation

The researchers are expected to follow these schemes for the implementation of the action plan.

1. Submission of action plans to school heads or principals, where helpful feedback and suggestions are encouraged.
2. Presentation of the intervention plan and its rationale to the principal and the elementary teachers.
3. Preparation of the flow of the seminar, target participants, mode of the seminar, and the like.
4. Implementation of the action plan and documentation of various activities.
5. Ongoing assessment of the action plan to determine its effectiveness among teachers and parents.
6. Preparation of the flow of the seminar, target participants, mode of the seminar, and the like.
7. Implementation of the action plan and documentation of various activities.

8. Ongoing assessment of the action plan to determine its effectiveness among teachers and parents.

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