

# ***Kamusta na si Bunso?* Psychosocial Well-being and Adjustment of Kindergarten Learners**

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## **ABSTRACT**

The study, which focused on the psychosocial well-being and adjustment to the in-person modality of kindergarten learners at San Jose West Central School during the School Year 2022-2023, yielded significant findings. The study employed a qualitative type of research that used semi-structured interviews. Participants were selected purposively from the parents of the kindergarten learners. Based on the study's findings, participants' children manifest psychosocial skills such as Self-Awareness, Emotional Safety and Self-Expression, Self-regulation, Problem-solving through Help-seeking and Self-reliance, and Empathy. Results illuminate the significance of early childhood education in developing these crucial skills. Adjustments were made in the in-person modality based on their motivation to go to school and how they express themselves. The practical challenges shared by the participants were all behavioral. Their child responds that other children are causing trouble in class, they have declining interest in children going to school, they desire not to be left in school, they are shy, they have slow speech development, and they are too active. The research will generate information that is very useful for educators and parents in supporting children's adjustment to school, such as explaining how to react based on their challenges, staying away from unruly kids, asking for their teacher's help, and teaching their children at home. These insights empower educators and parents with actionable strategies to support children's adjustment to school. Kindergarten learners manifested needed psychosocial skills, which helped them manage the demands of daily school situations and adjust to school. Though all the participants' children manifested psychosocial skills, they still

encountered challenges that enabled them to develop strategies that they thought would be suitable and effective in helping their children cope.

**Keywords:** adjustment, empathy, emotional safety, kindergarten learners, self-awareness, self-expression, self-regulation, problem-solving, psychosocial, well-being,

## INTRODUCTION

After a long break due to COVID-19, children are back to school. Everyone is slowly returning to their usual way of living as the Covid-19 restrictions are gradually removed across the country. Although the intensity of the pandemic has subsided, the virus has not ended yet. Schools reopened (DepEd Order 34, 2022) even though there is fear of the virus spreading again, especially among parents with younger children.

The kindergarten learners, or the "*Bunso*" in the K-12 curriculum, attended the formal school for the first time. This new start often means many changes, routines, and meeting new people. However, they are the ones who are at risk the most. Most of the time, young children are cautious of strangers and want to stay close to their parents, family members, and other familiar people, such as their nanny or caregiver. It will surely take time to adjust because everything is new to them, from staying at home to going to school every day. While other children have the resiliency to cope with change, some are still vulnerable to uncertainty.

Having a kinder learner child, the researcher is also a first-time mom. With the pandemic that limits her child's opportunity to be around other kids her age, it was with a deep desire to know how her child is doing, without her insight. Because of this, she needs to know how her child handles such changes. Aside from the safety and separation, her child's ability to adapt to being around kids she will meet for the first time is one of the researcher's concerns. Improving her daughter's mental ability may be quickly done with them alone, but her child's psychosocial skills can only be further developed by being able to encounter other people.

Whether the pandemic exists or not, our kindergarten learners will still transition from being taught in the home to being introduced to formal education. As our Bunso started going to school, we also aimed to develop their psychosocial skills and improve their mental abilities.

## METHODS

The study utilized a qualitative phenomenological research design. The researcher used semi-structured questions in the form of an interview. After being approved to conduct the study, the researcher interviewed 12 parents of kindergarten learners at San Jose West Central School during School Year 2022-2023. Participants' responses were transcribed and categorized into themes, then discussed and analyzed.

## RESULTS AND DISCUSSION

### Participant Background Information

Nine participants were college graduates, two were undergraduates, one had completed a vocational course, and two were high school graduates. Five participants were employed, while seven were homemakers.

### Psychosocial Well-being of Kindergarten Learners

Psychosocial well-being pertains to an individual's mental, emotional, and social functioning, which might influence learners' ability to manage the demands of daily life and cope with possible challenges to achieve their full potential.

The following themes were identified based on the participant's responses to assess the psychosocial well-being of their children:

#### Self-Awareness

Self-awareness is the ability to recognize emotions felt in a single experience. This skill can be a building block in gaining other skills. The participants were asked how their children reacted when they learned they would attend classes with other kids in the school. Eight out of twelve said that their child was happy. Responses are:

Participants 1, 3, and 12 said their child was so happy. Participants 2, 5, 6, 8, and 10 described their child's experience as exciting because they could be with other children in the class.

Though most were happy and excited, four participants claimed

this was not how their child reacted. Participant 7 said that her daughter expressed fear as she watched videos on the internet that some kids are being bullied at school. Participant 11 stated that her son was hesitant as she said he could not play or watch on his tablet in school. Participant 4 and Participant 9 said that their child did not respond to them as they informed them that they would be going to school for kindergarten.

Based on the participants' responses, their children can express their feelings specifically on their first day in school. They can tell their parents/guardians that they are happy and excited. These characteristics explain their children's self-awareness.

As Ocampo (2023) stated, self-awareness is one of life's most challenging lessons. It is the first step to coexisting with others and living in the community. It takes a lifetime or more to be fully aware of ourselves. So, starting the children in the first learning stage is suitable for developing self-awareness and identifying their emotions. Parents, as adults, may assist their children in recognizing their emotions.

### **Emotional Safety and Self-Expression**

Emotional safety and self-expression refer to how safe a child feels in their emotion. This might be the feeling of the students in school that they can express themselves confidently. The participants and their children observed these skills. Out of 12 participants, only one child could not express his emotions, like being happy, excited, or fearful. Their parents/guardians say their children vocally express their school experiences.

As Participant No. 7 said, "Just by the tone of her voice as she speaks, excitement is there."

Almost the same as the previous, Participant 12 stated, "He expresses when she is happy." Having activities aside from the usual writing and reading, incorporating games and fun activities while teaching makes the learners happier and more excited about attending their classes. Statement of Participant 5 affirms said, "She is very vocal about what happens at school. She is happier whenever her classmate celebrates their birthday."

Participant 2 stated, "When he is happy, he even shouts when he tells stories." Participants 11, 10, 3, 7, and 6 said their child is "very vocal" in expressing themselves. Participants 4 and 7 stated that their children are talkative whenever they share stories of how happy they were in school.

Contrary to most responses, one stated that her child did not share a single story about his school days. According to Participant 9,

“He is different from others in that he does not share any stories.”

The study showed that participants observed that their children could confidently express their emotions in school. It manifested in the shared experiences of these children when asked about by their parents/guardians. Sharing these emotions also showed trust in their parents, who may understand their shared experiences.

In the study of Shean & Mander (2020), Emotional safety manifested in a positive learning environment. Emotional security is developed in schools through supportive relationships, better learning experiences, and greater feelings of worth. On the other hand, this study indicates that emotionally unsafe environments lead to stress, lower school attendance, and less learning engagement.

### **Self-regulation**

Self-regulation is the ability of children to manage their emotions. It means that what they think will be interconnected to their body. Therefore, the feeling may be controlled if the child manifests this skill. The participants were asked to describe their child's emotions when they did something good and were mad or disappointed in school. Six out of 12 participants stated that their children are happy whenever they do something good or well in class.

As Participant 3 said, “He is happy and proud whenever his teacher gives him an excellent star.”

Participants 5 and 2 said that their child always tells stories. Whenever they have achievements in class or their teacher acknowledges them for doing well, they get excited to share that with them. Participants 6, 10, and 11 also shared that their child is happy whenever they receive compliments from their teacher and would expect rewards from them.

On the other hand, as to how the children of the participants control their temper whenever they are mad or disappointed, 5 participants out of 12 sulks when they are dissatisfied. According to Participant 7, “She frowns and cries when disappointed or fails to get what she wants.”

Participant 12 stated, “His tantrums are manageable.” Participant 8 shared, “She has tantrums whenever she gets disappointed or fails to get what she wants.”

Aside from tantrums, as stated above, participants 4 and 9 were stunned that sometimes their child hurt others. According to Participant 4, “She would hurt when she is mad. She loses her control when she gets mad.” While Participant 9 said,

“When he is annoyed, he gets stunned.”

Participant 1 claimed that her child does not yet know how to handle her emotions properly when she is mad. She said, “She quickly gets mad over simple things.”

From the result, the theme arises that children are happy when something good happens and get to sulk to show they are mad. It implied that as participants describe how their children manage their emotions, they act appropriately according to the situation.

Research by Braund and Timmons (2021) and others has consistently demonstrated that self-regulation is essential for developing and preserving health and well-being in the early years and across the lifespan. Based on the emerging literature on the critical role of self-regulation, it promotes healthy child development in how it will best support the day-to-day classroom. Also, self-regulation skills in kindergarten are related to improved learning outcomes achievement. (Blair & Raver, 2015; Edossa et al., 2017; McClelland & Cameron, 2012). **Problem-solving**

Problem-solving is how learners try to overcome challenges to attain their goals. Learners in the kinder level involve problem-solving through help-seeking behavior and self-reliance. They devise their plans independently. In this domain, all participants said their child seeks help and self-reliance simultaneously.

### **Problem-solving through Help-seeking**

All participants said their children sought help from their parents on time, and they experienced difficulties in school tasks. When participants asked how their child told them they needed help, the following were their responses.

Participants 7, 8, 5, 6, 3, 10, 12, and 11 stated that their children ask anyone in the family for help. Participants 1 and 4 also ask for help but somehow, in a bossy way. Participant 1 said, “She would ask for help in a bossy manner.” Participant 4 added, “When she does not understand something, she tells me to do her assignment.”

Participant 2 claimed that her son seldom asks for help. She said, “He seldom asks for help. He said he could do his homework and finish it himself.”

In comparison with the others who express and explain to their parents whenever they need help, Participant 9's child, who up to now does not talk too much, has his way of expressing himself whenever he needs help as Participant 9 stated, “He would say just the word "help." He is not like the other kids who explain why he needs help. You need

to look at what he is doing, and eventually, you will figure out what help he needs.”

Problem-solving skills are essential to create the basis of children’s problem-solving skills in their growth and development. This problem-solving skill results in a significant learning process in education (Sulasamono,2012). The research (Dyah & Setiawati. 2019) involved 25 children as participants 4-6 years old in Pertiwi Tumanggal Kindergarten using interviews; parents are directly involved in problem-solving faced by early childhood.

### **Problem-solving through Self-reliance**

All participants said that though their children seek help from them, they are self-reliant in expressing what they want instead of forcefully taking away things or hurting their classmates. Participants share how their child manifested being self-reliant as follows: Participant 1 said,

“She does not take something that is not hers.”

Participant 10 said, “he will not take it without permission.” Participant 3 uttered, “When his classmate had a nice toy, he would look at it and tell me about it. Alternatively, when he unintentionally took home something that was not his, I asked him to give that back to whom it belongs.” Same with Participant 2, as she said, “He does not take things that do not belong to him.”

Adding to the list of those who ask their parents to buy instead of forcedly taking things that do not belong to them is the statement of Participants 4, 5, and 7 as Participant 4 said, “ She would ask us to buy a similar thing. However, she never takes things without the owner's permission.”

Participant 5 added, “My child does not have a habit of taking away things owned by others.” Participant 7 stated, “When she liked something her classmates owned, she would tell us to buy it for her as soon as we got home.”

Participant 12 stated, “He does not take things that are not his.” Participant 9 said her son knows how to borrow things from others properly. She stated, “He would ask if he could borrow it.”

Participants 8 and 5 share the idea of adequately explaining to their child. Participant 8 said, “It was well explained to him that taking away things that do not belong to him is not good.” Similarly, Participant 6 noted, “He was not used to taking things that are not his. We make him what he wants to get through the “reward system.”

Teaching the correct values in their young minds helps them

deal with the urge to take away someone's property without the owner's consent. Almost all parents mentioned that they explained and always reminded their kids that taking something that was not theirs was incorrect.

According to the study by Driyas and Setiawati (2019), the direct involvement of parents and teachers frequently appears in the problem-solving faced in early childhood. Also, there are some problems that children can solve.

### **Self-confidence**

Self-confidence in the kinder learner is their trust in participating in school tasks with their classmates. Participants 1,2,3,4,5,8, and 11 said that their child is willing and eager to join in school activities. Participants 10 and 12 said their child is interested in joining school activities. However, they become more motivated to join, knowing they will be rewarded afterward.

Though almost all participants show self-confidence, the children of the 3 participants are shy and afraid and do not want to participate in class. According to Participant 9, "His teacher said that he does not participate in classroom activities." Participant 6 stated, "He was always hesitant."

Participant 7 explained why her child feared participating: "She had watched YouTube and Facebook students being bullied by their classmates, so she felt anxious that she might also experience the same."

As their parents observed, kindergartners' self-confidence manifests a strong self-esteem when participating in school activities, which may contribute to their future success in school.

In addition, Fleith's study (2000) suggests that a classroom environment that enhances creativity provides students with choices, accepts different ideas, and boosts self-confidence.

### **Empathy**

Empathy is the ability to understand the feelings of others, which allows people to show concern for others. Children usually show empathy when they see their classmates crying or getting hurt. The 11 participants' shared stories were the basis for their statements that their children show empathy to their classmates.

Participant 1 stated he would say that her classmate was absent because she had a cough. "She is sad." Participant 2 stated, "He would say that his classmate slipped and hurt his knee. He is sad."

Others from the 11 participants said that their child pitied their classmates. According to Participant 3, “When he comes home, he says he feels pity for his classmate because his other classmate hurt him.”

Participant 7 said, “She will share that her classmate cried because her food spilled or felt pity for a classmate who slipped.” Adding to Participant 7's concern, Participant 8 stated, “She would say that a classmate is sick and would ask when that classmate will return to class again.”

Participant 11 stated, “When someone gets hurt, they will call their teacher. He feels sorry.” Aside from being pitiful, other kids feel worried and anxious. As per Participant 5, “I did not encounter her seeing a classmate get hurt. Outside the school, when she sees somebody crying or hurt, she becomes anxious and worried.” as Participant 12 said, “When it comes to his classmates, he does not show any remarkable concern, but he gets worried when his siblings got hurt.”

Others understand that they cannot do as much and show concern by letting the teacher know what happened, as their parents advised. According to Participant 6, “When I ask him at home when there was a kid that was hurt or cried, and asked him what that kid did after that, he tells me that the kids tell it to their teacher.”

Some empathize through their actions, like Participants 9 and 10; Participant 9 said, “He would rub his classmates' hands when he accidentally hurt them, even though it did not.” Participant 10 stated, “He would hug his classmate and say what happened to me.”

Opposite those 11 Participants, Participant 4 said that her child does not react that much when someone gets hurt. She stated, “She will not do anything but will look.”

From the Participants' responses, empathy is demonstrated by learners showing genuine concern for the friend or classmate by sharing what had happened to their parents as they went home. McDonald and Messinger (2011) explained that empathy can be described as feeling or imagining another person's emotional experience. Their ability to empathize is an essential part of social and emotional development.

### **Adjustment to In-Person Modality**

Adjustment to the in-person modality might describe learners' attitude toward going to school after two years of staying home due to the pandemic. Adjustments in this study encompass motivation to go to school and affect, which pertains to the experience of emotion, to express learners' feelings about school re-opening.

## Motivation

Their parents described the kinder learners as being eager (6 out of 12 participants) to get to know their classmates and join them in classroom activities. The eagerness of the child is exhibited through the following:

According to Participant 8, “Even on the first day of school, he already knows some names.” Participant 11 exclaimed, “Yes, he already knows them, even their attitudes.” Participant 12 added, “She said she had a new playmate in school. When I asked her about this friend's name, she said she did not know yet.”

Participant 1 said, "Yes, of course. She was the one who approached her classmates." Participant 2 stated, "He was quiet at first, but he would talk and play with them later."

Participant 4 said, “She loves talking to whoever sits beside her.” Motivation was also described through the excitement about attending class every day. From the 12 responses, 5 Participants, according to their children, wake up early to go to school.

Participant 5 stated, “My daughter is very eager to attend school. She goes to bed and wakes up early.” Participant 7 said, “She quickly wakes up in the morning.”

Participant 6 said, “He goes to sleep early, saying that he should early because he has classes tomorrow.”

Sometimes, their eagerness even exceeds that of their parents. According to Participant 3, “His father trained them to sleep early, so they could wake up early and eat breakfast. Participant 11 also stated, “Every morning, as soon as he woke up, he would immediately ask if he had class.” Added by Participant 10 as she said, “I got no problem waking him up.”

Participant 9, who has difficulty expressing himself, also manifests his excitement about going to school by waking up early. As she said, “He wakes up early.”

Though their kids are willing to participate in school activities, the idea that they might have a reward after participating adds to their eagerness and encouragement to be involved and give more. Participant 10 said, “I told him that when he joined the activity, he would get higher grades; he would treat them to Jollibee.”

The eagerness of the kinder learners to go to school every day is evident by their willingness to wake up early to get ready. They also exhibit interest by taking the initiative to do assignments independently.

## Affect

Affect is a set of observable indications of an experienced emotion that can be seen through facial expressions, gestures, tone of voice, and other expressions that typically accompany a feeling. This was characterized by how the child responds to their classmate as follows: react playfully to their parents (6), politely say no during uncomfortable situations (3), ask for the teacher's help when the problem gets worse (2), and gain more friends by improving communication (1).

Participant 1 said, "She joins whenever someone invites her to play." Participant 4 stated, "He would play with other kids and liked having new playmates." Participant 8 said, "She is always willing to play with other kids." The same was true with Participant 3, as she stated, "I have not observed him that much inside the classroom, but he would go whenever someone approached him to play." Participant 11 said, "He would go and play with them immediately—no need to ask." Participant 2 added, Initially, "He seemed quiet, but he would play and talk with them later."

On the other hand, participants should train their children to politely say no when uncomfortable with the situation.

Participant 12 stated, "I taught him to say No politely and that he does not need to shout."

Participant 9 said, "I noticed that when someone invites him to play, he will join, but only for a moment, and eventually leave his playmates. I always tell him that if he does not want to play anymore, say "No."

Participant 10 said, "He would say it if she did not want to play and then sit down." In addition to politely saying no, participants reminded their children that if the situation worsens, they can always ask their teacher for interference. Participant 7 said, "We remind her that if someone annoys him, she should ask for help from their teacher."

Participant 5 stated, "I remind her she should avoid them or ask help from her teacher."

Improving communication skills helped Participant 6 child gain more friends. She stated, "He gained more friends. He learned how to speak up when uncomfortable with others." These kids also gained more friends as they enjoyed playing with their classmates. The participants described that their child demonstrated positive affect by being able to refuse politely. When they were no longer comfortable with the situation. Positive motivation influences the kids' ability to adjust and express emotions positively to maintain good relationships with

classmates. When controlling for verbal competence, positive emotions expressed in the classroom context directly predicted academic skills (Hernandez et al., 2016).

### **Challenges of Kindergarten Learners as Observed by Their Parents**

The first level of the child going to school for the first time is already a challenge to parents, and that should be dealt with to guide them through their child's learning journey. Coming from different environments and upbringings, each child manifested other challenges in going to school. Based on the participants' responses regarding the obstacles they had observed and experienced with their children were all behavioral.

To understand the observed challenges shared by the participants and their child's responses, we enumerated the following: Another child causes trouble (4 Participants) and declined interest in going to school. (2 Participants); the child does not want to be left in school (1); has shyness (1); does not speak (1); and is hyperactive (1). On the contrary, 2 Participants claimed that their child has no problem in school.

### **Other children were causing trouble in class.**

Participants 1, 2, 7, and 8 shared the challenges they experienced. Participant 1 said, “Unruly classmates. Most kids were unruly and needed to be tamed.” Participant 5 shared, “When my child got sick, she vomited while inside the class. During this time, one of her classmates laughed at her. My daughter was visibly sad and feeling down.” Similar to what the fifth participant’s child encountered, Participant 7 said, “She has a classmate who constantly mocks her.” Participant 8 added that another child caused trouble. She said, “Yes. She gets bullied at first because she is gentle with others.”

### **The declining interest of children in going to school.**

Participants 4 and 12 shared the same experience: their kids were initially eager and excited but slowly lost interest in attending school as the school year progressed.

Without stating further reasons, Participant 4 said, “She does not want to go to school anymore.” Contrary to the previous, Participant 12 knew her son’s reason for not wanting to attend school. She said, “After

a week, he lost interest in attending school, complaining that they always write in class.”

### **Desire to be included in the school.**

Participant 2’s child was once excited about attending school until an unanticipated instance happened in their family. According to her, “Before, everything was fine. Now, it is hard to leave in class.”

### **Shyness**

Though Participant 3 said earlier that her son shows excitement about going to school, his shyness hinders him from participating in some school activities. As she said, “The only challenge is his shyness.”

### **Slow speech development.**

As Participant 9 mentioned, her son has regular speech therapy sessions to learn how to converse with others through speaking. She said, “The most challenging part is that he does not talk. We figure out what he tries to say through his body language. We have therapy once a week. He develops slowly.”

### **Being hyperactive**

Participant 11 claimed that her child is more physically and verbally active than the other children of his age. He talks excessively. She says, “He becomes his teacher's problem because of being hyperactive. When someone is talking to other people, he wants to involve himself.”

### **No Problem**

Participant 10 claimed that her son does not seem to encounter any challenges in school; she stated, “It seems like he does not have any problems. Everything was smooth.” Participant 6 claimed that her son's optimistic behavior helps her overcome challenges independently. She said, “I am sure challenges are there during activities and daily learning, but so far, when he talks about it, he is very optimistic and enthusiastic.”

The enumerated are the behavioral challenges encountered by parents of their children. It shows that each learner experienced different

struggles in school. These challenging behaviors may differ depending on the child's development. A study by Dela Cruz et al. (2019) assesses the extent of children's problematic behavior that focuses on inattention/hyperactivity (i.e., difficulty controlling attention and behavior, easily distracted, impulsive), defiant/aggressive behaviors (i.e., argumentative, destructive, difficulty controlling temper, physical or verbal aggression), and mood/affect (i.e., irritability, sadness, negativity).

### **Strategies of Parents to Address the Difficulties Encountered by Their Child**

The following strategies were used to address the difficulties encountered by the learners regarding parent observation. Six were told by their parents what to do depending on their challenges. Participant 2 said, "We tell him that he should stay at school and that mothers are not allowed to stay inside." Her child does not want to be left at school after experiencing being far from his mother when his grandmother became ill.

Participant 3 explains to her child about joining school activities. "We tell him that when he joins in school activities, we will buy him toys."

Participant 5 consoles her child after being bullied; she stated, "I hugged and consoled her to make her feel loved and that 'everything will be ok.'" Participant 11 addresses her son's hyperactive behavior by explaining when not to talk and how to properly get the teacher's attention when he wants to say something. She said, "I tell him that he cannot speak when he is not yet asked to do so; moreover, he should raise his hands when he wants to say something."

Participant 8 said, "The best way to deal with that is to constantly remind her that she can always ask for the teacher's help." Other participants said that they reward their children. Participant 4, who previously said that her daughter does not want to go to school anymore, tries to please her child by giving her money. She said, "She does not like 20 pesos anymore, so we give 50 pesos instead."

Parents of kids who tend to complain that challenges arise caused by other unruly classmates remind their kids to stay away from these disruptive ones. Participant 1 said, "I told her that she should stay away from those unruly kids."

When reminding their child to stay away from classmates who mock them no longer works, Participant asked for their teacher's help to intervene by moving her child's seat. Participant 7 said, "She has classmates who always tease her. However, since that kid did not stop

bullying her, I asked their teacher to move my child to a chair far from that child. From then on, everything gets fine.”

Participant 6 said that she teaches her child at home to help her child cope with different activities at school. For example, when they are learning a dance routine, he asks for help to perfect it.” Participant 12 stated that he adjusted the time they went to school to encourage his child to go to school again after losing interest. As stated, “We go to school earlier. Because when we arrive earlier, they could still have time to play.”

Participant 9 claimed that her son does not encounter any problems at school and that she does not need any strategy, as going to school has been smooth for her son. Participant 9, whose son, at age 6, has difficulty speaking and more extended communication, enrolled her child in speech therapy. She said, “He had therapy two times a week. However, his development is relatively slow.”

Based on the participants' responses, they constantly remind their children and console them whenever they feel untoward behavior with their classmates and make them feel understood, which are strategies for addressing their child's challenges in school. The result means that support from the parents is very significant in children's adjustment. The article of Raising Children Network in Australia (2023) explains that there was expected preschool behavior that needed help for them to behave well. Tips include using reminders, sharing feelings, and change in the environment. In this study, participants similarly used reminders to address the difficulties encountered by their children. Parents must repeatedly remind their children about things since preschoolers have short memories and are easily distracted.

## **CONCLUSIONS**

All participants were female, and the majority of them were stay-at-home moms. Kindergarten learners manifested needed psychosocial skills, which helped them manage the demands of daily school situations and adjust to school. Though all the participants' children manifested psychosocial skills, they still encountered challenges that enabled them to develop strategies that they thought would be suitable and effective in helping their children cope.

## **RECOMMENDATIONS**

From the study's findings and conclusion, the following recommendations were made: Aside from the psychosocial skills of kindergarten learners, assessment of other aspects should also be considered by future researchers in this field. Continually help the learners develop their motivation to go to school and express themselves. Parents should prepare and guide their children in facing the challenges they may encounter in school. They should be more observant of their child's signs as they encounter difficulties and find ways to address them immediately.

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