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Practices Of Parents of Kindergarten Learners in Developing Positive Study Habits During The New Normal

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ABSTRACT

This research assessed the practices of parents of kindergarten learners in developing positive study habits during the new normal in Sabang Elementary School, Maslog Elementary School, and Bibiana Mercado Integrated School, Danao City Division, for the school year 2021-2022. The descriptive-correlational research method was used to test for any significant relationship between the parents' practices in developing positive study habits and the learning achievement of the learners during the new normal. The data were collected using a survey questionnaire from 260 randomly selected respondents and through data mining on the scores obtained by the learners from the Early Childhood Care and Development (ECCD) checklist. Results showed that the parents of the kindergarten learners strongly agree that they manifested a very high level of practice in developing positive study habits for their learners during the new normal. The level of learning achievement of the kindergarten learners belonged to the category between 80 and 119, meaning they have average overall development. Pearson – *r* revealed significant relationships between the parents' practices in developing positive study habits in terms of "Answering Modules" and "Reading Activities" and the learning achievement of the learners during the new normal. Therefore, the parents' practices in developing positive study habits have a great role in developing the learners' skills. The study further recommended that its output be adopted.

Keywords: *Early childhood education, developing positive study habits,new normal classes; Descriptive - Correlational Research, Danao City, Cebu*

1. Introduction

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The global COVID-19 pandemic brought unprecedented disruptions to various sectors worldwide, including education (d'Orville, 2020; Kang, 2021; Onyema et al., 2020). With the closure of schools to mitigate the spread of the virus, educational institutions were compelled to transition from traditional face-to-face instruction to remote and blended learning modalities (Anthony Jnr & Noel, 2021; Mahaye, 2020; Singh et al., 2021, 2022). This abrupt shift brought with it a myriad of challenges, particularly in the delivery of early childhood education. Among the most affected were kindergarten learners, whose foundational years were restructured under the constraints of the "new normal" learning modalities, most notably the modular learning approach (Darling-Hammond et al., 2020).

In the Philippine context, the Department of Education (DepEd) responded swiftly by implementing the Basic Education Learning Continuity Plan (DepEd Order No. 12, s. 2020), mandating schools to adopt alternative learning delivery modalities such as printed modular learning, online classes, and blended approaches. Within this framework, schools under the Danao City Division—including Sabang Elementary School, Maslog Elementary School, and Bibiana Mercado Integrated School—adopted the modular learning approach based on consultations with parents and stakeholders. However, this mode of delivery brought significant implications not only for learners but also for their parents, who assumed a more active instructional role at home. Parental concerns regarding the effectiveness of modular learning became increasingly pronounced. Many parents reported difficulties in motivating their children to study independently and managing the additional responsibilities of facilitating learning without adequate pedagogical training (Pusparini et al., 2022; Ratih et al., 2021; Thomas et al., 2021). In response, some adopted behavioral strategies—such as reinforcement and discipline techniques—to encourage their children's study habits. This emergent parental involvement highlights a shift in roles, where parents became key agents in shaping their children's academic behaviors during remote learning.

Grounded in established educational and psychological frameworks, this study is anchored on Hoover-Dempsey and Sandler's (1995, 1997), Parental Involvement Model and Baumrind's (1971), and Authoritative Parenting Style Theory. These theories emphasize the importance of parental engagement and behavior in shaping learners' academic outcomes and behavioral development. Hoover-Dempsey and Sandler assert that parents' active involvement significantly contributes to academic success, especially during home-based instruction. Similarly, Baumrind's theory emphasizes the role of warm yet structured parenting in fostering independence and motivation among children.

Legal foundations also support this study. DepEd Memorandum No. 63, s. 2020 introduced the "Gabay Bahay" initiative, underscoring the role of parents and caregivers in providing effective home-based support during the pandemic. These policies acknowledge that, in the absence of traditional classroom settings, parents must play a central role in ensuring learning continuity.

The literature further reinforces this position. Studies have shown that positive parental involvement enhances children's executive functioning, literacy development, and overall academic engagement (Korucu et al., 2020; Masudi & Silaji, 2024; Reynolds et al., 2022). Moreover, home literacy environments, parenting styles, and socioeconomic status have all been identified as critical factors influencing study habits and learning outcomes.

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Given these considerations, this study seeks to examine the practices of parents in fostering positive study habits among kindergarten learners within the context of modular learning. Moreover, this study aims to develop strategies and programs that support parents in their evolving role as co-educators, ensuring that foundational learning continues despite the constraints of the pandemic-driven educational landscape.

2. Purpose of this Study

This research aimed to assess the practices of parents of kindergarten learners in developing positive study habits during the new normal at Sabang Elementary School, Maslog Elementary School, and Bibiana Mercado Integrated School in the Danao City Division for the school year 2021–2022. The findings of the study served as the basis for crafting a learning enhancement plan to support both parents and learners. Specifically, the study sought to determine the profile of the respondents in terms of their age, gender, number of school children, occupation or work, combined family monthly income, internet connectivity, and the availability of gadgets at home. It also aimed to identify the parents' practices in fostering positive study habits among their kindergarten learners, particularly in answering modules, engaging in reading activities, creating projects, and establishing an interest in studying. Furthermore, the research sought to determine the level of learning achievement of the learners during the new normal and to investigate whether a significant relationship exists between the parents' practices and their children's learning achievement during this period.

3. Research Methodology

This section presents the study's methodological aspects, which include the research design, respondents, instruments, data gathering procedure, ethical considerations, data privacy, and statistical treatment of data.

3.1 Research Design. The study employed a descriptive–correlational research design. Data concerning the profile of the respondents and their practices in developing positive study habits among learners during the new normal were gathered using a survey method. Meanwhile, learners' academic achievement levels during the new normal were collected through data mining of the teachers' class records. This study utilized a simple random sampling technique in selecting respondents. The independent variables were the parents' practices in promoting positive study habits during the new normal, while the dependent variable was the learners' academic achievement level. Appropriate statistical tools were applied to test the significant relationship between these variables. According to Creswell (2014), correlational design is a non-experimental research method used to describe the degree of association between two or more variables, making it suitable for this study.

3.2 **Respondents.** The respondents were parents of kindergarten learners enrolled in Sabang Elementary School, Maslog Elementary School, and Bibiana Mercado Integrated School. The total kindergarten population across these schools was 617. Using Cochran's formula, 260 parents were randomly selected. The distribution of respondents was: SES – 85 (32.69%), MES – 85 (32.69%), and BMIS – 90 (34.62%). Parents were chosen as respondents because of their crucial role in nurturing study habits during modular classes at home.

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3.3 **Instruments.** The study used two primary instruments: a survey questionnaire and a data mining tool. The questionnaire was adapted from Fennema-Sherman (1976) and DepEd Memorandum No. 63, s. 2020 ("Gabay Bahay: An Online Parenting Series"). The instrument had two parts: (1) demographic profile of respondents and (2) parental practices in promoting study habits. Questions were in Cebuano-Bisaya and designed with a four-point Likert scale. It underwent pre-testing with ten non-respondent parents for clarity and accuracy. An online version was also made available via Google Forms. The data mining tool was a spreadsheet used to collect ECCD-based academic achievement data from teachers.

3.4 **Data Gathering Procedure.** The data gathering followed ethical protocols and procedural approvals. A formal request was submitted to the Schools Division Superintendent (SDS) of Danao City, followed by approval letters to the principals of SES, MES, and BMIS. Upon approval, letters were also sent to the selected parents. Printed questionnaires were distributed during weekly module submissions, while online versions were shared via Facebook Messenger. Teachers provided the ECCD-based academic achievement of the selected learners. Data were then collated in MS Excel and analyzed by a statistician.

3.5 **Ethical Considerations.** The study adhered to ethical standards of social science research. Participation was voluntary, and no incentives or penalties were associated with participation. Respondents were informed about the confidentiality and anonymity of their data. All data were gathered following health protocols due to COVID-19.

3.6 **Data Privacy.** In compliance with Republic Act 10173 (Data Privacy Act of 2012), the identities of respondents were kept confidential and anonymous. The data collected were strictly for academic purposes and posed no harm to respondents.

3.7 **Statistical Treatment of Data.** Descriptive and inferential statistics were employed. Frequency and percentage were used to analyze demographic data. Mean, weighted mean, and standard deviation were used to describe the level of parental practices and learners' academic achievement. Pearson r was used to determine the relationship between the two main variables: parental practices and learners' academic performance.

4. Results and Discussions

This section presents and analyses the data gathered in relation to the objectives of the study. The findings are discussed in light of existing literature and theories, highlighting significant patterns, relationships, and implications. The interpretation of results aims to provide a deeper understanding of the parents' practices in developing positive study habits among kindergarten learners during the modular approach, as well as the impact of these practices on learners' academic performance and development.

4.1 Profile of the Respondents

This portion presents the survey results as to the profile of the respondents from the three schools, which include their age and gender, number of school children, occupation/work, combined family monthly income, internet connectivity, and availability

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of gadgets at home. The data on these variables are presented in a tabular form and are followed by discussions, interpretations, and implications.

4.1.1 Age and Gender of Respondents. Table 1 presents the survey results on the profile of the parents of the kindergarten learners from the three schools according to their age and gender.

Table 1
Age and Gender of the Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
46-50	0	0.00	1	0.38	1	0.38
41-45	15	5.77	18	6.92	33	12.69
36-40	35	13.46	35	13.46	70	26.92
31-35	45	17.31	27	10.38	72	27.69
26-30	31	11.92	27	10.38	58	22.31
21-25	13	5.00	13	5.00	26	10.00
Total	**139**	**53.46**	**121**	**46.54**	**260**	**100.00**

Table 1 presents the cross-tabulation of respondents' age and gender, showing that most parents of kindergarten learners were between 26 and 40 years old, with the highest proportion (27.69%) aged 31–35. This age range is considered optimal for active parental involvement, aligning with Liu et al. (2018), who highlighted the significant role of parents—especially during the "stay-at-home" period—in supporting early learning. The majority of respondents were female (53.46%), reflecting traditional caregiving roles and the stronger emotional bond typically formed between mothers and children. This supports Moussié (2021) who emphasized women's dual responsibilities as both primary caretakers and informal educators within the home, reinforcing their pivotal role in early childhood education.

4.1.2 Number of School Children of Respondents. Table 42 presents the data from the survey in terms of the respondent's profile of all the respondents according to their number of school children.

Table 2
Respondents' Number of Children

Number of Children	f	%
5 and above	22	8.46
4	46	17.69
3	69	26.54
2	85	32.69
1	38	14.62
Total	**260**	**100.00**

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Table 2 presents the distribution of parent respondents based on the number of school-age children, revealing that 32.69% have two children, 26.54% have three, 17.69% have four, 14.62% have one, and only 8.46% have five or more. These findings suggest that most parents have relatively small families, which may allow them to provide more focused attention and support to their children, especially within the modular-printed learning modality. Smaller household sizes could also reduce financial strain, enabling parents to better manage educational expenses and actively participate in their children's learning process. This supports Sun and Rao's (2017) assertion that parental involvement in children's education increases when families are smaller, as parents can dedicate more time to caregiving and academic engagement—factors that contribute to effective curriculum implementation, particularly in contexts shaped by limited-resource settings and home-based learning strategies.

4.1.3 Occupation/Work of Respondents. Table 3 presents the profile of the respondents from Sabang Elementary School regarding their occupation or work.

Table 3
Occupation of the Respondents

Occupation	f	%
Contractual Worker	10	3.85
Fisherman	14	5.38
Businessman	17	6.54
Public Employee	30	11.54
Private Employee	139	53.46
Unemployed	50	19.23
Total	**260**	**100.00**

Table 3 presents the occupational profile of parents of kindergarten learners from three pilot schools, revealing that over half (53.46%) are employed in private companies, followed by 19.23% who are unemployed, 11.54% who work in government service, 6.54% who are business owners, 5.38% engaged in farming and fishing, and 3.85% who are contractual or freelance workers. These findings suggest that the economic status of parents plays a crucial role in their capacity to support their children's education, particularly under the modular learning setup. While employment offers financial stability and enables parents to provide for basic needs even during disruptions such as the COVID-19 pandemic, it may also limit the time they can devote to guiding their children's learning at home. Conversely, unemployed parents, though potentially having more time, may face challenges in prioritizing educational support due to economic pressures. This dynamic highlight the need for parental awareness and engagement in programs like the Department of Education's Memorandum No. 63, s. 2020, which emphasizes the importance of parental involvement through initiatives such as the "Gabay Bahay" online parenting series. Thus, in the context of this study, parental occupation not only shapes household educational support but also underscores the importance of equipping parents—regardless of employment status—with the necessary tools and knowledge to act effectively as home learning facilitators.

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4.1.4 Combined Family Monthly Income of Respondents. Table 4 presents the data collected on the profile of the parents of kindergarten learners from the three schools in terms of the combined monthly income generated by all family members.

Table 4
Respondents' Combined Family Monthly Income

Monthly Income (in pesos)	f	%
20,001-25,000	6	2.31
15,001-20,000	54	20.77
10,001-15,000	104	40.00
5,001-10,000	33	12.69
5,000 and below	63	24.23
Total	**260**	**100.00**

Table 4 presents the survey results regarding the monthly cumulative family income of the respondents from three schools. The data reveals that 40% of respondents have a combined monthly family income ranging from ₱10,001 to ₱15,000, while 24.23% earn ₱5,000 or less. Approximately 20.77% of families have an income between ₱15,001 and ₱20,000, and 12.69% earn between ₱5,001 and ₱10,000. A small percentage (2.31%) reported a monthly income ranging from ₱20,001 to ₱25,000, and only 1.92% indicated earnings above ₱25,000. These results suggest that most respondents fall within income categories above the threshold level set by the National Statistics Coordination Board (NSCB), which for 2019, indicated that a family of five in a third-class component city must earn at least ₱8,022 per month. This implies that families with a higher income are more likely to have the financial stability to support their children's education, including paying for additional educational resources such as tutors. Financial capability can, therefore, enhance the support system within schools, enabling teachers to achieve higher learning outcomes. This aligns with findings from Linberg et al. (2019), who emphasized that family income, type, and parenting are key factors influencing children's cognitive development, highlighting the need for a balanced approach to sustain effective teaching and learning.

4.1.5 Internet Connectivity of Respondents. Table 5 presents the survey data regarding the profile of the respondents from the three Schools and whether they have a stable internet connection at home.

Table 5
Internet Connectivity of the Respondents

Connectivity	f	%
With Internet	187	71.92
No internet	73	28.08
Total	**260**	**100.00**

Table 5 presents the survey results regarding the availability of a stable internet connection at home among respondents from the three schools. The data reveals that nearly three-fourths (71.92%) of respondents have access to a stable internet connection, while 28.08% reported not having internet access at home. This finding highlights the

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significant role technology plays in education, particularly during the pandemic, where technology acts as both a tool and a catalyst for change. With the majority of respondents having internet access, this facilitates the effective use of digital learning tools, enhancing engagement and supporting personalized learning in remote education settings. According to Bates et al. (2019), the benefits of remote delivery include providing learners with quick access to resources and support in various formats, at times convenient for them. The availability of the internet among most respondents suggests that it could help accelerate the implementation of the kindergarten curriculum, supporting the overall learning process across all levels.

4.1.6 Availability of Gadgets at Home of Respondents. Table 6 presents the survey results on the profile of the respondents from the three schools regarding gadget availability at home.

Table 6
Availability of Gadgets at Home

Availability of Gadgets	f	%
With gadgets	199	76.54
No gadgets	61	23.46
Total	**260**	**100.00**

Table 6 presents the survey results on the availability of gadgets among respondents, revealing that more than three-fifths (76.54%) of the respondents have access to gadgets at home, while less than one-fourth (23.46%) do not own any devices to connect to the internet. This finding suggests that most respondents possess gadgets that could be used for online learning. Educators are encouraged to leverage this advantage by developing diverse platforms and taking prompt actions to align with the Department of Education's (DepEd) objectives. Given that smartphones have become widely accessible in Filipino households, they serve as essential tools for communication and information. The implication here is that teachers should harness this technological availability to foster collaboration with parents, particularly in promoting positive study habits among learners. This aligns with the work of Kuchah (2018), who found a positive correlation between parents' socioeconomic status (SES) and their ability to support their children's learning, which often includes access to expensive learning tools like gadgets.

4.2 Practices of the Parents of Kindergarten Learners from the Three Schools in Developing Positive Study Habits for Their Learners During the New Normal

This section presents the data collected from the survey on the practices of the parents of kindergarten learners from the three schools in developing positive study habits for their learners during the new normal in terms of answering modules, reading activities, creating projects, and establishing interest in studying.

4.2.1 **Answering Modules.** Table 7 presents the data on the practices of the parents of kindergarten learners from the three schools in developing positive study habits for their learners during the new normal in terms of answering the modules.

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Table 7
Extent of the Practices of Parents in Developing Positive Study Habits of Their Children During the New Normal in Terms of Answering Modules

S/N	Indicators	WM	Verbal Description
1	I encouraged my child to work with his/her in module in a daily basis	3.47	Highly Practiced
2	I provided alternative sources to my child whenthe information from the module is not enough	3.46	Highly Practiced
3	I motivated my child to answer his/her module by giving rewards once he/she is done with the learningtasks	3.50	Highly Practiced
4	I helped my child to understand the instructions from the module	3.70	Highly Practiced
5	I provided examples to my child when he/she barely understands the lessons from module	3.71	Highly Practiced
6	I gave positive reinforcement and commendations to my child if they did a good job in answering their modules	3.69	Highly Practiced
7	I gave my child an ample time to answer his/her module	3.71	Highly Practiced
8	I set a regular schedule for my child to answer his/her modules	3.74	Highly Practiced
9	I helped my child in understanding the learning tasks from the module	3.76	Highly Practiced
10	I checked the modules and answers of my child before submitting them to the teacher.	3.60	Highly Practiced
	Aggregate Weighted Mean	**3.63**	**Highly Practiced**

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

Table 7 presents the results on the practices of parents in developing positive study habits for their kindergarten learners during the new normal, specifically in terms of answering modules. The findings show that all ten determinants were highly practiced by the respondents. For instance, parents reported encouraging their child to work on their module daily (mean = 3.47), providing alternative sources when the module's information was insufficient (mean = 3.50), and motivating their child with rewards (mean = 3.50). Other practices included providing examples when their child struggled with understanding the lessons (mean = 3.71), setting a regular schedule for completing modules (mean = 3.74), and helping their child understand learning tasks (mean = 3.76). Overall, the weighted mean of 3.63 categorized the practice level as "Highly Practiced," reflecting a very high level of involvement by the parents in supporting their child's learning. The results suggest that the learners were able to adapt quickly to the situation, and the parents played a key role in maintaining this adaptability during the pandemic. Furthermore, the data imply that parents recognized the importance of the modular learning system, allowing their children to learn at their own pace and style. However, while parents demonstrated strong support, there is still potential for improvement, particularly in fostering more independence among learners. This aligns with the work of Valcan et al. (2018), who highlighted that positive parenting practices, such as warmth, support, and responsiveness, are critical to children's cognitive and emotional

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development. Although the parents' involvement was crucial, it is essential that the learners gradually develop self-sufficiency in their learning tasks, preventing over-dependence on parental guidance.

4.2.2 **Reading Activities.** Table 8 presents the survey results on the practices of the parents of kindergarten learners from the three schools in developing positive study habits for their learners during the new normal regarding reading activities, along with thorough explanations and interpretations of the observed phenomenon.

Table 8
Extent of the Practices of Parents in Developing Positive Study Habits of Their Children During the New Normal in Terms of Reading Activities

S/N	Indicators	WM	Verbal Description
1	I encouraged my child to have interest in reading children's book.	3.60	Highly Practiced
2	I provided printed or electronic reading materials to my child.	3.45	Highly Practiced
3	I motivated my child to do his/her reading activities by giving rewards.	3.61	Highly Practiced
4	I helped my child to understand the materials thathe/she reads.	3.62	Highly Practiced
5	I told my child that developing good reading skills is important in life.	3.65	Highly Practiced
6	I gave positive reinforcement and commendations to my child if they did a good job in his/her reading activities.	3.59	Highly Practiced
7	I gave my child an ample time for his/her reading activities.	3.65	Highly Practiced
8	I set a regular schedule for my child to do his/herreading activities.	3.62	Highly Practiced
9	I developed techniques that could help my child have interest in reading.	3.61	Highly Practiced
10	I monitored the reading skills development of mychild.	3.60	Highly Practiced
	Aggregate Weighted Mean	**3.60**	**Highly Practiced**

Table 8 presents the survey data on the practices of respondents in developing positive study habits of their learners, particularly in reading activities, during the new normal. The results indicate that all determinants of this variable were Highly Practiced. Respondents reported encouraging their children to develop an interest in reading children's books (mean = 3.60) and monitoring their child's reading skill development (mean = 3.60). Other notable practices included providing printed or electronic reading materials (mean = 3.45), setting a regular reading schedule (mean = 3.62), and emphasizing the importance of developing good reading skills (mean = 3.65). Overall, the weighted mean of 3.60 categorizes the parents' practices as "Highly Practiced," reflecting their strong commitment to fostering positive reading habits. These results suggest that parents dedicate significant time to reading activities with their children, likely due to the communicative nature of the modular approach, where parents are integral in helping children understand their reading tasks in the self-learning kits. This finding aligns with Barnes and Puccioni's (2017) assertion that the quality of parental involvement in

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preschool book reading is a key factor in developing children's interest in reading and advancing their literacy skills. Furthermore, this supports the idea that under the modular learning setup, kindergarten learners rely on their parents to guide them in reading and comprehending their educational materials, highlighting the crucial role parents play in supporting literacy development.

4.2.3 Creating Projects. Table 9 presents the results and discussions on the practices of the parents of kindergarten learners in developing positive study habits for their learners during the new normal in terms of creating projects.

Table 9
Extent of the Practices of Parents in Developing Positive Study Habits of Their Children During the New Normal in Terms of Creating Projects

S/N	Indicators	WM	Verbal Description
1	I regularly encouraged my child to work with his/her in projects.	3.64	Highly Practiced
2	I spent time and effort with my child while he/she is doing his/her projects.	3.64	Highly Practiced
3	I motivated my child to do his/her projects by giving rewards once he/she is done with it	3.67	Highly Practiced
4	I provided examples and step-by-step guides to my child in making projects.	3.47	Highly Practiced
5	I provided materials for my child that they need in doing their projects.	3.50	Highly Practiced
6	I gave positive reinforcement and commendations to my child if they did a good job in doing their projects.	3.64	Highly Practiced
7	I gave my child an ample time to work with his/her projects.	3.58	Highly Practiced
8	I set a regular schedule for my child to do his/her projects.	3.56	Highly Practiced
9	I explained to my child that he/she could learn important skills by doing his/her project.	3.61	Highly Practiced
10	I checked the projects made by my child before submitting them to the teacher.	3.55	Highly Practiced
	Aggregate Weighted Mean	**3.59**	**Highly Practiced**

Table 9 presents data indicating that respondents Highly Practiced all determinants related to developing positive study habits among kindergarten learners in terms of project-making during modular classes. Specifically, the statements "I regularly encouraged my child to work on his/her projects" and "I explained to my child that he/she could learn important skills by doing projects" both received a mean of 3.64, while "I spent time and effort with my child while he/she is doing projects" received the highest mean of 3.67. Other significant practices included providing step-by-step guidance (mean = 3.47), supplying materials (mean = 3.50), setting regular schedules (mean = 3.56), and offering positive reinforcement (mean = 3.64). With an overall weighted mean of 3.59, these

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practices fall under the "Highly Practiced" category based on the four-point Likert scale. These findings suggest that parents not only recognize the pedagogical value of hands-on activities but also actively support their children's learning by engaging in project-based tasks, which are particularly essential during home-based modular learning. This high level of involvement implies that parents view project-making as a means of preventing boredom, enhancing learning, and fostering family bonding. Furthermore, the results reinforce the argument of Elliot and Bachman (2018), who emphasized that developing higher-order thinking skills among young learners necessitates quality parental engagement that utilizes scaffolding strategies to cultivate essential life-long competencies.

4.2.4 **Establishing Interest in Studying.** Table 10 showcases the results and discusses the practices of the parents of kindergarten learners from the three schools in developing positive study habits and establishing interest in studying during the new normal.

Table 10
Extent of the Practices of Parents in Developing Positive Study Habits of Their Children During the New Normal in Terms of Establishing Interest in Studying

S/N	Indicators	WM	Verbal Description
1	I encouraged my child to study his/her lessons when he/she is mentally sharp.	3.58	Highly Practiced
2	I encourage my child to study his/her lessons even if there is no upcoming exam.	3.60	Highly Practiced
3	I helped my child in making schedule of activities that is related to studying lessons.	3.55	Highly Practiced
4	I encourage my child to develop intrinsic motivation to study his/her lessons.	3.57	Highly Practiced
5	I expose my child to learning opportunities that could help him/her develop learning skills.	3.58	Highly Practiced
6	I shared personal experiences that could help the child gain interest with his/her studies.	3.62	Highly Practiced
7	I gave my child an ample time to study his/her lessons.	3.58	Highly Practiced
8	I set a regular schedule for my child to study his/her lessons.	3.55	Highly Practiced
9	I reminded my child that his/her studies could help him/her in having a brighter future.	3.61	Highly Practiced
10	I motivated my child to believe in his/her own capability that she could succeed in life.	3.60	Highly Practiced
	Aggregate Weighted Mean	**3.58**	**Highly Practiced**

Table 10 presents data indicating that parents Highly Practiced all ten determinants in fostering positive study habits aimed at establishing their kindergarten learners' interest in studying during modular classes. Determinants such as encouraging the child to study when mentally alert, exposing them to enriching learning opportunities, and allotting ample time for study each recorded a mean of 3.58. Similarly, practices like promoting intrinsic motivation (mean = 3.57), encouraging study habits even in the absence of exams and instilling belief in the child's potential for success (mean = 3.60), and sharing personal experiences to spark interest in learning (mean = 3.62) were all highly practiced. Other efforts included helping the child develop a study schedule (mean = 3.55), setting regular study times (mean = 3.55), and emphasizing the long-term value of education (mean =

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3.61). With an overall weighted mean of 3.58, these responses fall under the "Highly Practiced" category according to the four-point Likert scale. These findings imply that parents demonstrated strong confidence and commitment in fulfilling their roles as facilitators of learning by cultivating their children's interest and motivation to study. This increased involvement could be attributed to the flexibility of modular learning, which allowed more time for parent-child interaction compared to traditional classroom settings. This aligns with Zelazo et al. (2017), who highlighted that children with strong study habits tend to benefit significantly from consistent, high-quality home literacy interactions, reinforcing the essential role of parental engagement in early learning under the new normal.

4.2.5 **Summary of the Practices of the Parents of Kindergarten Learners in Developing Positive Study Habits for Their Learners During the New Normal.** To provide a better and clearer presentation of the practices of the parents of kindergarten learners from the three schools in developing positive study habits for their learners during the new normal, the overall scores of all the attributes of this variable, such as answering modules, reading activities, creating projects, and establishing interest in studying.

Table 11
Summary of the Extent of the Practices of Parents in Developing Positive Study Habits of their Children during the New Normal

Components	WM	Verbal Description
Answering Modules	3.63	Highly Practiced
Reading Activities	3.60	Highly Practiced
Creating Projects	3.59	Highly Practiced
Establishing Interest in Studying	3.58	Highly Practiced
Grand Mean	**3.60**	**Highly Practiced**

Table 11 summarizes the extent to which parents from the three participating schools practiced strategies to develop positive study habits among kindergarten learners during the new normal, focusing on four sub-variables: answering modules (M=3.63), reading activities (M=3.60), creating projects (M=3.59), and establishing interest in studying (M=3.58). The overall weighted mean of 3.60 indicates a high level of parental involvement, classified as *Highly Practiced* based on the four-point Likert scale. This finding underscores the active participation of parents in supporting their children's modular learning experience, reflecting their recognition of the critical role they play in sustaining academic motivation and facilitating skill development amid the challenges of distance education. Despite the positive practices observed, insights from parent-teacher association (PTA) meetings revealed that some learners remained overly dependent, with tasks often being completed by parents or siblings. This highlights the need for further enhancement of parental strategies to promote learner autonomy and confidence in

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accomplishing academic tasks independently. Consistent with the findings of Hong and Ho (2005), the results affirm that parental encouragement, both direct and indirect, is positively associated with children's academic achievement and skill acquisition across cultures. Therefore, establishing a home and school culture rooted in honesty, excellence, and active collaboration among stakeholders is essential in cultivating a positive learning environment conducive to the holistic development of learners and the advancement of lifelong learning competencies.

4.3. **Level of Learning Achievement of the Learners During the New Normal**

This section presents the results and discussion of the data for the third research question in the statement of the problem, which identifies the level of learning achievement of the learners from the Three Schools during the new normal. These data were taken from the actual scores obtained by the learners based on the Early Childhood Care and Development (ECCD) scores during the modular approach. The data as to this variable is presented in Table 12 and is supported by thorough discussions and interpretations of the results from data analysis.

Table 12
Level of Learning Achievement of the Learners

Level	Numerical Range	f	%
Highly Advanced Development	130 and above	0	0.00
Slightly Advanced Development	120 - 129	0	0.00
Average Overall Development	80 - 119	252	96.92
Slight Delay in Overall Development	70 – 79	9	3.08
Significant Delay in Overall Development	69 and below	0	0.00
Total		**260**	**100.00**
Mean		90.09	
St. Dev.		6.47	

Table 12 presents the results of data gathered through a data mining procedure on the Early Childhood Care and Development (ECCD) scores of kindergarten learners from three randomly selected schools during the implementation of the modular learning approach. Findings revealed that an overwhelming majority of the learners (96.92%) were classified under the "Average Overall Development" category. Notably, none of the learners achieved ECCD scores corresponding to the "Highly Advanced," "Slightly Advanced," or "Showed Significant Delay in Development" categories. Only a small proportion (3.08%) of the sample fell under the "Slightly Delayed Development" category. This outcome suggests that the majority of the learners demonstrated average developmental progress despite the modular learning setup. When compared to outcomes typically observed in regular face-to-face instruction, where higher proportions of learners tend to be categorized as slightly or highly advanced, these results imply that the lack of continuous teacher-learner interaction in the modular modality may have contributed to developmental stagnation. Interestingly, previous findings in this study indicated a high level of parental involvement in fostering positive study habits during modular learning. However, this high level of parental engagement did not appear to translate directly into elevated ECCD performance. This

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discrepancy indicates a possible gap between parental efforts and learner outcomes, suggesting the need for targeted interventions that enhance the effectiveness of home-based learning support. The results align with the findings of Landry et al. (2017), who emphasized that aligned and coordinated programs between home and school environments provide children with consistent and enriched learning experiences, leading to better developmental outcomes. Hence, the integration of structured programs that facilitate meaningful parent-teacher collaboration may be critical in enhancing developmental progress during alternative learning modalities.

4.4 **Test of Significant Relationship.** This section presents the results from testing the null hypothesis, which is finding any significant relationship between the practices of the parents from the three schools in developing positive study habits and the learning achievement of the learners during the new normal using Pearson – *r*. The data is presented in Table 13.

Table 13
Test of Relationship Between the Parents' Practices in Developing Positive Study Habits and the Learning Achievement of the Learners During the New Normal

Learning Achievement VS.	r-value	Strength of Correlation	p - value	Decision	Result
Answering Modules	0.130*	Negligible Positive	0.036	Reject Ho	Significant
Reading Activities	0.243*	Negligible Positive	0.000	Reject Ho	Significant
Creating Projects	0.090	Negligible Positive	0.147	Do not reject Ho	Not Significant
Establishing Interest in Studying	0.181*	Negligible Positive	0.003	Reject Ho	Significant

*significant at p<0.05 (two-tailed)

Table 13 presents the results of the statistical analysis conducted using SPSS to test the null hypothesis concerning the relationship between parents' practices in developing positive study habits and the learning achievement of kindergarten learners during the modular approach. The correlation analysis using Pearson's r yielded a p-value of 0.003, which is less than the 0.05 level of significance. This indicates a statistically significant relationship between the two variables, leading to the rejection of the null hypothesis. In essence, the findings suggest that the extent of parental involvement in cultivating positive study habits significantly influences the learning outcomes of children engaged in modular learning. This significant relationship may be attributed to the high levels of parental support and engagement reported in earlier descriptive findings, alongside the fact that a large proportion of learners achieved scores within the "Average Overall Development" range in the ECCD evaluation. These findings underscore the critical role of parents in the

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learning process, particularly in the context of remote or modular education where direct teacher-student interaction is limited. As such, there is a compelling need for school administrators and educators to design strategic interventions aimed at strengthening and guiding parental involvement to ensure consistency and effectiveness in home-based learning support. Moreover, the study supports the notion that during the new normal, parents function as primary facilitators of their children's education. Adopting an authoritative yet nurturing approach—such as implementing structured schedules, setting boundaries around leisure activities, and providing both verbal and tangible reinforcements—may help reinforce desirable study behaviors. This is consistent with Yaffe's (2023) assertion that parental behaviors shape children's notions and practices toward habit formation. With home literacy environments playing a crucial role in developing language skills and academic competencies, parents' proactive engagement remains a cornerstone in fostering holistic development during the early years of education.

5. Findings

Based on the empirical data, the following findings are profoundly reached:

As to the profile of the respondents, most of the parents were aged between 26 to 40 years old and dominated by males; have 1 to 3 school children; are employed; have a combined monthly family income that does not exceed ₱20,000; have an internet connection at home; and have available gadgets or computer at home.

The respondents turned out to Strongly Agree that they have manifested a very positive level of practice in developing positive study habits for their kindergarten learners during the new normal in all of the domains, which include the following: answering modules, reading activities, creating projects, and establishing interest in studying.

As to the level of learning achievement of the kindergarten learners during the new normal, data collected on the Early Childhood Care and Development (ECCD) scores during the modular approach revealed that the great majority of the learners had a score between 80 to 119, which categorically means that they have Average overall development.

The test of relationship revealed that there are significant relationships between the parents' practices in developing positive study habits in terms of "Answering Modules" and "Reading Activities" and the learning achievement of the learners during the new normal with a p–value is 0.036 and .000, respectively, which is lesser than the 0.05 level of significance.

6. Conclusion and Recommendation

Based on the findings arrived at this study, a conclusion could be made that the parents perceived their practices in developing positive study habits among their kindergarten learners during the new normal as positive. This could be due to the lengthy time they spent with this learner to answer the modules. The learners' mediocre level of learning achievement during the new normal based on their ECCD evaluation scores could be caused by the lack of engagement between the learners and teachers. The significant relationship between the parents' practices in developing positive study habits and the learning achievement of the learners during the new normal is caused by the almost exact number of parents who claimed that they manifested positive practices in developing study

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habits among their learners and the number of learners who fell under the "Average" category. Henceforth, the quality of intervention parents makes in encouraging their learners to adhere to positive study habits is a must. The researchers recommended that the Enhancement Plan for Kindergarten Instruction as the output from this study be adapted in Sabang Elementary School, Maslog Elementary School, and Bibiana Mercado Integrated School.

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8. Conflict of Interest

The researcher declares that there is no conflict of interest regarding the publication of this research. All individuals involved in the study participated voluntarily and were not subjected to any form of coercion or undue influence.

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