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EFFECTIVENESS OF USING SELF-LEARNING MATERIALS AS A TOOL FOR LEARNING

Beneth Maria B. Aro¹, Mary Jane T. Solaña², Maria Ana C. Baguio³, and *Gengen G. Padillo⁴

¹<https://orcid.org/0009-0002-2845-9836>
Cordova, Cebu, Philippines

²<https://orcid.org/0009-0003-3301-5612>
Cordova, Cebu, Philippines

³<https://orcid.org/0009-0009-9028-9322>
Cordova, Cebu, Philippines

⁴<https://orcid.org/0000-0002-3591-3059>
Cebu City, Cebu, Philippines

Cebu Technological University-Main Campus^{1,2,3,4}

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ABSTRACT

This study aimed to evaluate the effectiveness of self-learning materials (SLMs) as a learning tool among Kindergarten pupils in identified public elementary schools in Lapu-Lapu City Division. The parent respondents were profiled according to age, gender, highest educational attainment, number of children, combined family income, and type of parents, which were the variables of the study. A quantitative method approach was used, utilizing survey questionnaires to determine the level of SLM's effectiveness in terms of content delivery, instructional design, assessment reliability, and strategies employed by parents to accomplish day-to-day activities. The gathered data were analyzed using frequency, percentage, weighted mean, and chi-square. The findings showed that the profile of the respondents has a significant relationship with the perceived level of effectiveness in using self-learning materials as a tool for learning in kindergarten learners. Moreover, the study revealed no significant relationship between the profile of the parent respondents and the strategies used to accomplish the activities for the kindergarten learners. Thus, an action plan is proposed to sustain the effectiveness of using self-learning materials for kindergarten learners.

KEYWORDS: Early Childhood Education, self-learning modules, quantitative method, Lapu-Lapu City, Cebu

1. INTRODUCTION

The COVID-19 pandemic has caused unprecedented disruptions to traditional schooling systems worldwide, forcing rapid shifts to alternative learning modalities to sustain educational continuity (Al-

Qashouti, 2024; Manca & Delfino, 2021). School closures and lockdown protocols necessitated the adoption of distance learning approaches, such as online classes and self-learning modules (SLMs), particularly in contexts with limited internet access (UNESCO, 2020). These alternative delivery modes have become critical in ensuring that education remains accessible despite physical barriers, particularly for disadvantaged and marginalized students (DepEd, 2021). However, the sudden transition has posed significant challenges for teachers, students, and parents, who must navigate new pedagogies and roles without adequate preparation (Bao, 2020; Hodges et al., 2020).

The effectiveness of SLMs as a core component of distance education is grounded in established educational theories such as Experiential Learning Theory (Kolb, 2020), Social Learning Theory (Bandura, 1977), and Constructivism (Dewey, 2020). These frameworks emphasize the importance of active engagement, social interaction, and knowledge construction in learning processes, which remain relevant even in remote settings. Moreover, legal mandates such as the Philippine Department of Education's Alternative Delivery Modes policy and the Kindergarten Education Act point out the state's commitment to providing equitable, quality education through flexible and learner-centered approaches during the pandemic (Republic Act No. 10157, 2020; DepEd, 2022). These policies advocate for individualized instruction using high-quality self-learning resources to support learners' academic and developmental needs.

Given this context, this study aims to investigate the effectiveness of self-learning materials (SLMs) among kindergarten students in a public elementary school in Lapu-Lapu City. With parents and guardians playing a critical role in facilitating home-based learning, understanding the strengths and limitations of these materials is essential for improving educational outcomes in the new normal (Annuar & Solihatin, 2025; Gueta & Janer, 2021; Naungayan et al., 2023; Salazar & Aboloc, 2022). With the foregoing, this research contributes to ongoing efforts to adapt education systems to pandemic challenges while upholding the constitutional right to accessible, quality education for all Filipino children.

2. RELATED LITERATURE

Self-learning materials (SLMs) have become an essential tool for continuing education, particularly for young children learning remotely or through modular setups. Recent research shows that the effectiveness of learning materials largely depends on clear content (Bao, 2020), well-designed lessons (Munna & Kalam, 2021), and parental or caregiver support (Bali & Holilah, 2021; Brewer et al., 2022; Lau et al., 2021), which is crucial for kindergarteners who need more hands-on guidance. In the Philippines, modular learning quickly became the main way for many students to continue their education during the pandemic (Anzaldo, 2021), leading researchers to look closely at how parents and guardians have taken on the role of teachers at home (Pusparini et al., 2022).

Several studies looked at how parents' backgrounds, like their education level and family income, affected their ability to support their preschoolers with modular learning (Idulog, 2022; Murro et al., 2023; Tan et al., 2022). They found these factors played a significant role, which supports similar

findings in this study about how family circumstances influence how effective learning feels to parents. Likewise, some studies showed that the way SLMs are designed—their look, instructions, and how assessments are set up—makes a real difference in how engaged children are and how well parents understand the materials (Loria & Espinosa, 2023; Ramirez et al., 2022).

Interestingly, research also shows that the strategies parents use to help with daily learning do not always depend on their background, but more on their motivation, access to resources, and experience with teaching (Herman et al., 2020). This matches this study's finding that a parent's profile does not always predict how they manage daily learning tasks. On a broader scale, experts agree that well-structured, age-appropriate self-learning materials are vital for building early literacy and numeracy skills. Ramirez et al. (2022) for example, points out that success with these materials depends not just on the content but also on the support children get from parents, caregivers, and their home environment.

In general, the related literature and studies clearly show that while self-learning materials can be a powerful tool for young learners, their success depends on a combination of parental involvement, family circumstances, and the quality of the materials themselves. These factors are crucial to consider when planning any educational program.

3. PURPOSE OF THE STUDY

This study aimed to evaluate the self-learning materials (SLMs) for Kindergarten learners as evaluated by parents from selected public elementary schools in the Lapu-Lapu City Division during the 2020-2021 school year, using the findings to develop action plans. Specifically, it examined the profiles of parent respondents based on age, gender, number of children, highest educational attainment, combined monthly family income, and type of parents. It also assessed parents' perceived efficacy of self-learning tools for Kindergarten learners in terms of content delivery, instructional design, and assessment reliability. Additionally, the study explored the strategies parents used to support their children's daily learning activities and investigated whether there are significant relationships between parent profiles and both the perceived effectiveness of the self-learning materials and the strategies employed in managing day-to-day tasks.

4. RESEARCH METHODOLOGY

This study employed a quantitative research design to evaluate the effectiveness of self-learning materials (SLMs) as a learning tool for kindergarten students in three public elementary schools within the Lapu-Lapu City Division during the 2020-2021 school year. The participants were 45 parents of kindergarten learners, selected through stratified random sampling to ensure representation based on age, gender, number of children, educational attainment, family income, and parent type. Data were collected using a validated survey questionnaire that gathered demographic information and assessed parents' perceptions of SLM effectiveness in content delivery, instructional design, and assessment reliability, as well as the strategies parents used to support their children's daily learning activities.

The study followed a systematic flow, involving the submission of a research permission letter, the administration of questionnaires onsite to ensure a 100% response rate, and the statistical analysis of the collected data. The data analysis included frequency counts, percentage distributions, weighted means to evaluate perceived effectiveness, and chi-square tests to examine the relationship between parent profiles and both the perceived effectiveness of SLMs and the strategies used to assist learners.

5. RESULTS AND DISCUSSION

This section discusses the gathered data regarding the effectiveness of the self-learning materials for Kindergarten learners, as evaluated by the parents of the identified public elementary schools in Lapu-Lapu City Division, for the school year 2020-2021.

5.1 Profile of the Respondents

Table 1 presents the profile of the parent respondents in terms of age, gender, number of children, highest educational attainment, combined family monthly income, and types of parents.

Table 1. Profile of the Parent Respondents

	Frequency	Percentage
A. Age [in years]		
More than 40	6	13.33
31 - 40	21	46.67
26 - 30	16	35.56
20 - 25	2	4.44
B. Gender		
Female	33	73.33
Male	12	26.67
C. Number of Children		
More than 4	1	2.22
3 – 4	11	24.44

1-2	33	73.33
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Mean: 2.04

StDev: 0.90

D. Highest Educational Attainment

College Graduate	17	37.78
High School Graduate	25	55.56
Elementary Graduate	3	6.67

E. Combined Monthly Family Income [in PhP]

30,001 - 45,000	5	11.11
15,000 - 30,000	17	37.78
Less than 15,000	23	51.11

F. Type of Parents

Married	15	33.33
OFW	15	33.33
Single	15	33.33

The demographic data of the parent respondents reveals several factors that critically influence the implementation and effectiveness of home-based education for kindergarten learners. The majority of respondents (46.67%) were within the 31–40 age bracket, suggesting that they likely manage both professional and domestic responsibilities. A significant proportion (73.33%) were female, indicating a dominant maternal presence in facilitating early learning at home. Most families (73.33%) have one to two children, which may allow for more individualized parental attention. In terms of educational attainment, the majority (55.56%) had completed high school, while 37.78% were college graduates, reflecting varying levels of academic preparedness to support early learning. Additionally, over half

of the households (51.11%) reported a monthly income of less than PHP 15,000, indicating potential economic limitations. Parent classifications were relatively balanced among married individuals, Overseas Filipino Workers (OFWs), and single parents.

These demographic characteristics present implications for the learners' home-based educational experiences. Parents in their prime working years may experience time and energy constraints, potentially affecting their availability to assist children with academic tasks. The predominance of female respondents supports the findings of Kolb (2024), who emphasized the pivotal role of mothers in early childhood education, particularly during the remote learning setup imposed by the COVID-19 pandemic. The prevalence of smaller family sizes aligns with the observations of Matolo et al. (2022), who found that fewer dependents per household allow for greater parental focus on each child's learning needs. Meanwhile, the variation in educational backgrounds among parents corresponds with Ewunonu's (2023) conclusion that parental education is a determinant of one's capacity to support home-based learning effectively. The economic constraints reported by the majority of respondents corroborate Bao's (2020) assertion that low-income families are more likely to depend on printed learning modules due to limited access to digital devices and internet connectivity. Furthermore, the diversity in parental circumstances—married, OFW, or single—mirrors the findings of Barrot et al. (2021) who identified distinct challenges in learner support arising from varying family structures.

5.2 Level of Effectiveness in the Use of Self-Learning Materials for Kindergarten Learners.

The parent-respondents evaluated the level of effectiveness in using SLMs for kindergarten learners in terms of content delivery, instructional design, and assessment reliability.

Table 2. Perceived Level of Effectiveness in the Use of Self-Learning Materials for Kindergarten Learners in Content Delivery

Indicators	Mean	Interpretation
A. Content Delivery		
1. Constructively aligned (the learner actively constructs their own understanding, and all teaching and assessment is aligned with the intended outcomes).	4.44	Very Effective
2. It is engaging and can improve students' cognitive learning	4.42	Very Effective
3. Clearly defined learning objectives, goals, and metric	4.40	Very Effective
4. The instructions are clearly stated on the module	4.36	Very Effective
5. The lessons were detailed enough that learners can understand all the information.	4.31	Very Effective
Aggregate Mean	4.39	Very Effective

Range: 1.00-1.79 Not Effective; 1.80-2.59 Less Effective; 2.60-3.39 Somehow Effective; 3.40-4.19 Moderately Effective; 4.20-5.00 Very Effective

The findings reveal that the content delivery of self-learning materials (SLMs) is perceived to be very effective, with all indicators receiving mean scores above 4.3 on a 5-point Likert scale. The highest rating was given to constructively aligned content (mean = 4.44), followed closely by learner engagement (mean = 4.42) and clearly defined objectives (mean = 4.40). Similarly, clear instructions (mean = 4.36) and detailed lesson explanations (mean = 4.31) also received strong positive feedback. These consistently high ratings resulted in an aggregate mean of 4.39, indicating that the SLMs are not only well-designed but also practical and easy for learners to follow independently.

These results reflect the real experiences of both learners and their parents, who rely heavily on the clarity and coherence of learning materials in a home-based setting. The strong scores for alignment and engagement suggest that the modules do more than just present information—they guide learners through a process that feels structured and purposeful, even when a teacher is not physically present. This finding aligns with the research of Adinda and Mohib (2020), who emphasized the importance of coherent instructional design in promoting independent learning. Gerard et al. (2022) and Schweder et al. (2025) further support the idea that clearly defined goals, detailed content, and user-friendly instructions are critical components in helping young learners navigate lessons confidently. In challenging contexts such as the COVID-19 pandemic, where remote learning became the norm, Cobanbana and Pañaresb (2023) and Lasala Jr et al. (2025) observed that well-structured SLMs significantly enhance learner comprehension and motivation.

Table 3. Perceived Level of Effectiveness in the Use of Self-Learning Materials for the Kindergarten Learners as to Instructional Design

Indicators	Mean	Interpretation
B. Instructional Design		
1. Provide learners with a comprehensive and concise instructions.	4.36	Very Effective
2. It suits the interests of the learners and its appropriateness with the instructional tasks	4.31	Very Effective
3. It can easily understand the instructions, ideas, concepts, and topics	4.24	Very Effective
4. It can immediately comprehend with	4.31	Very Effective
5. Interactive learning activity.	4.27	Very Effective
Aggregate Mean	4.30	Very Effective

Range: 1.00-1.79 Not Effective; 1.80-2.59 Less Effective; 2.60-3.39 Somehow Effective; 3.40-4.19 Moderately Effective; 4.20-5.00 Very Effective

The results indicate that the instructional design of the self-learning materials (SLMs) was perceived as very effective, earning an aggregate mean rating of 4.30. Parents strongly agreed that the materials provide clear and concise instructions (mean = 4.36), which is especially important for young learners

who rely on direct guidance to complete their lessons with minimal assistance. The modules were also found to be engaging and well-aligned with learners' interests and instructional goals (mean = 4.31). At the same time, clarity-related indicators—such as ease of understanding instructions, ideas, and concepts—scored 4.24. Immediate comprehension was likewise rated highly (mean = 4.31), demonstrating that learners can grasp key points without confusion. The presence of interactive learning activities (mean = 4.27) further enhanced the overall learning experience by encouraging active participation.

These findings suggest that the design of the SLMs successfully supports independent and developmentally appropriate learning among kindergarten learners. Clear instructions and content aligned with learners' interests are essential in maintaining focus and motivation, especially in remote or modular settings where teacher guidance is limited. The positive ratings affirm that parents recognize the user-friendliness and accessibility of the materials, which play a key role in facilitating young learners' comprehension and sustained engagement. These observations align with the work of Kenjaeva (2025) and Uy (2024), who have emphasized that well-structured, interactive instructional materials significantly enhance learner motivation, cognitive engagement, and understanding, particularly in early childhood education delivered through distance or modular learning modalities.

Table 4. Perceived Level of Effectiveness in the Use of Self-Learning Materials for Kindergarten Learners as to Assessment Reliability

Indicators	Mean	Interpretation
C. Assessment Reliability		
1. It develops learner's soft skills, the unquantifiable life skills such as responsibility, fairness, independence, adaptability and positivity.	4.29	Very Effective
2. Learners with different abilities can have the opportunity to understand the course in much detail.	4.40	Very Effective
3. Remote learning programs offer every student the opportunity to learn and improve themselves in the environment they find the most effective	4.33	Very Effective
4. Learners can take lessons and complete assignments from the comfort of their home	4.40	Very Effective
5. Learners can choose an optimum time to study whenever they're at their productive best	4.31	Very Effective
Aggregate Mean	4.35	Very Effective

Range: 1.00-1.79 Not Effective; 1.80-2.59 Less Effective; 2.60-3.39 Somehow Effective; 3.40-4.19 Moderately Effective; 4.20-5.00 Very Effective

The assessment reliability of the self-learning materials (SLMs) was rated very effective, with an aggregate mean of 4.35. Parents observed that the modules successfully help develop essential soft skills among learners, including responsibility, fairness, independence, adaptability, and positivity, as reflected in the high mean score of 4.29. The materials also scored strongly for offering differentiated learning opportunities (mean = 4.40), indicating that they are inclusive and cater to diverse learner needs. Flexibility emerged as a key strength, with parents agreeing that learners can study in environments best suited to them (mean = 4.33), complete lessons comfortably at home (mean = 4.40), and learn at their most productive times (mean = 4.31), all of which point to enhanced learner autonomy and self-directed learning.

These results demonstrate that SLMs not only promote academic growth but also contribute to the development of the whole child, supporting both cognitive and non-cognitive skills essential for early education. The high ratings for differentiated instruction and flexible learning environments underscore the value of adaptable materials in supporting varied learning styles and paces. Such flexibility empowers young learners to take ownership of their learning and build confidence in navigating lessons independently. These findings are consistent with Ahmed and Sidiq (2023), who emphasized that reliable assessment tools in modular and remote settings enhance student engagement and foster adaptability, key elements for success in flexible learning models. The effectiveness of the SLMs, therefore, lies in their capacity to meet diverse learner needs while encouraging independence, making them a strong foundation for holistic learning in home-based educational contexts.

Table 5. Summary Table on the Perceived Level of Effectiveness in the Use of Self-Learning Materials for Kindergarten Learners

Indicators	Mean	Interpretation
A. Content Delivery	4.39	Very Effective
B. Instructional Design	4.30	Very Effective
C. Assessment Reliability	4.35	Very Effective
Overall Aggregate Mean	4.35	Very Effective

Range: 1.00-1.79 Not Effective; 1.80-2.59 Less Effective; 2.60-3.39 Somehow Effective; 3.40-4.19 Moderately Effective; 4.20-5.00 Very Effective

The overall evaluation of the self-learning materials (SLMs) reveals a consistently high level of effectiveness, with all measured dimensions receiving strong ratings. Among these, content delivery ranked highest with a mean score of 4.39, followed by assessment reliability at 4.35, and instructional design at 4.30. These scores reflect that the SLMs are perceived as well-structured, accessible, and thoughtfully developed. The content is not only aligned with the learning objectives but also designed to be engaging for young learners. Instructional components were noted to be clear and learner-friendly, while the assessment aspects of the modules were found to support flexibility, skill development, and inclusivity. The overall aggregate mean of 4.35 confirms that the SLMs are regarded as very effective by the respondents.

These consistently high ratings suggest that the modules are meeting the demands of remote education by combining strong pedagogical design with practical usability. High performance in content delivery indicates that students can engage with material that is coherent and goal-oriented, essential for learning continuity outside the traditional classroom. This supports the findings of Archambault et al. (2022) and Kurbanovna (2025), who emphasize the importance of well-aligned and engaging content in virtual learning environments. The effectiveness of the instructional design also aligns with the conclusions of Al Mamun et al. (2020), who emphasize the value of clear, interest-based modules in promoting independent learning. Moreover, the strong evaluation of assessment reliability aligns with Dapat et al. (2023), who assert that reliable, inclusive, and flexible assessment practices are vital in ensuring equity and learner development in distance education.

5.3 Strategies Used by the Parents to Accomplish the Activities for the Kindergarten Learners

Table 6 presents the strategies used by the parents to support their children's daily learning activities.

Table 6. Strategies Used by the Parents to Accomplish the Activities for the Kindergarten Learners

Indicators	Mean	Interpretation
1. We have a routine together that can be followed modular, on the television or through the modules.	4.36	Strongly Agree
2. We start with shorter learning sessions and make it progressively longer.	4.27	Strongly Agree
3. We had open conversations. Drawing, stories and other activities that may help to open a discussion	4.33	Strongly Agree
4. Support my child if he or she is struggling or has a disability	4.42	Strongly Agree
5. Boosting my Child's Self-Esteem	4.51	Strongly Agree
Aggregate Mean	4.38	Strongly Agree

Range: 1.00-1.79 Strongly Disagree; 1.80-2.59 Disagree; 2.60-3.39 Undecided; 3.40-4.19 Disagree; 4.20-5.00 Strongly Disagree

The data reflect a high level of parental engagement in their children's modular learning, with an aggregate mean of 4.38, indicating strong overall agreement with the indicators. The highest-rated items were parental support in boosting children's self-esteem (mean = 4.51) and support for children with difficulties or disabilities (mean = 4.42). Parents also reported consistently engaging in interactive activities, such as drawing and storytelling, and maintaining open conversations with their children (mean = 4.33). Many respondents indicated they established learning routines using modules, television, or other media (mean = 4.36), and a majority followed a gradual learning approach—beginning with short sessions and increasing their duration over time (mean = 4.27). These results suggest that parents are not only present in their children's education but are also intentional in applying thoughtful, developmentally appropriate strategies at home.

This strong parental involvement highlights the critical role families play in the success of home-based and modular learning. The high rating for boosting children's self-esteem emphasizes that parents recognize emotional support as foundational for learning motivation, consistent with Lin and Ayob (2024), who stressed the connection between self-confidence and academic persistence in young learners. Similarly, the strong agreement on supporting children with disabilities highlights the importance of inclusive practices in the home, aligning with the findings of McWayne et al. (2022), who emphasized the need for equitable support systems in early childhood education. Establishing structured routines, as reported by parents, aligns with the recommendations of Lee et al. (2021) and Nanquil (2022), who emphasize that predictable schedules enhance focus and consistency in learning. The pacing strategy—starting with short learning periods—is reflective of age-appropriate instruction, as supported by Cueto (2025), Puryanti and Khasanah (2024), and Sheffler et al. (2022), who noted the importance of aligning tasks with children's attention spans. Moreover, the incorporation of creative and conversational activities aligns with Feshchuk's (2024) findings on fostering communication and cognitive development through interactive play.

5.4 Test of the Significance of the Relationship

The study hypothesized that there was no relationship between the respondents' profiles and their perceived level of effectiveness in using self-learning materials for kindergarten learners. Table 7 presents the results.

Table 7. Relationship Between the Profile of the Respondents and Their Perceived Level of Effectiveness in the Use of Self-Learning Materials for Kindergarten Learners

Profile Variables	Component	Chi-square (χ^2)	df	p-value (Critical Value)	Interpretation	Decision
A. Age	Content Delivery	4.464	3	7.815	Not significant	Ho accepted
	Instructional Design	4.225	6	12.592	Not significant	Ho accepted
	Assessment Reliability	5.697	6	12.592	Not significant	Ho accepted
	Overall Effectiveness	6.962	6	12.592	Not significant	Ho accepted
B. Gender	Content Delivery	2.506	1	3.841	Not significant	Ho accepted
	Instructional Design	6.045	3	7.815	Not significant	Ho accepted
	Assessment Reliability	3.898	2	5.991	Not significant	Ho accepted
	Overall Effectiveness	3.898	2	5.991	Not significant	Ho accepted

C. Number of Children	Content Delivery	2.784	2	5.991	Not significant	Ho accepted
	Instructional Design	4.811	4	12.592	Not significant	Ho accepted
	Assessment Reliability	5.358	4	9.488	Not significant	Ho accepted
	Overall Effectiveness	5.358	4	9.488	Not significant	Ho accepted
D. Highest Educational Attainment	Content Delivery	2.734	2	5.991	Not significant	Ho accepted
	Instructional Design	17.27	6	12.592	Significant	Ho rejected
	Assessment Reliability	8.951	4	9.488	Not significant	Ho accepted
	Overall Effectiveness	9.925	4	9.488	Significant	Ho rejected
E. Monthly Family Income	Content Delivery	4.604	2	5.991	Not significant	Ho accepted
	Instructional Design	5.179	6	12.592	Not significant	Ho accepted
	Assessment Reliability	6.685	4	9.488	Not significant	Ho accepted
	Overall Effectiveness	6.24	4	9.488	Not significant	Ho accepted
F. Type of Parents	Content Delivery	4.5	2	5.991	Not significant	Ho accepted
	Instructional Design	9.862	6	12.592	Not significant	Ho accepted
	Assessment Reliability	7.573	4	9.488	Not significant	Ho accepted
	Overall Effectiveness	9.773	4	9.488	Significant	Ho rejected

The data from Table 7 show that among the parental profile variables examined—age, gender, number of children, monthly family income, educational attainment, and parent type—only educational attainment and parent type exhibited statistically significant relationships with perceptions of the effectiveness of self-learning materials (SLMs). Using chi-square tests at a 0.05 significance level, the results reveal that age, gender, number of children, and income did not significantly influence parental perceptions of SLM effectiveness across dimensions such as content delivery, instructional design, and assessment reliability. However, educational attainment had a significant impact on how parents evaluated instructional design and overall effectiveness, while parent type showed a significant relationship with overall effectiveness.

These findings suggest that, regardless of demographic differences, parents generally view well-structured learning materials positively, a trend consistent with studies by Esparar et al. (2022) and Manalo et al. (2023), who observed that quality design tends to equalize perceptions across various family backgrounds. However, parents with higher educational levels appeared to evaluate instructional design and overall module quality more critically or with greater appreciation, possibly due to a stronger familiarity with educational standards and pedagogical expectations. This observation is supported by Sollars (2020) and Viskovic (2021), who found that parental education is linked to more discerning opinions on instructional content and delivery. Additionally, the significance of parent type indicates that household structure—whether single parent, OFW, or co-parenting—shapes the overall experience of using SLMs. Faircloth (2025) highlighted that co-parenting arrangements tend to provide more consistent academic support, which may positively influence how learning materials are perceived.

Table 8. Relationship Between Profile of the Respondents and the Strategies Used by the Parents to Accomplish the Activities for the Kindergarten Learners

Variables	Chi-Square	Df	Critical Value	Significance	Result
Strategies Used by the Parents to Accomplish the Activities For the Kindergarten Learners					
Age	1.798	6	12.592	Not significant	Ho accepted
Gender	3.263	2	5.991	Not significant	Ho accepted
Number of Children	1.812	4	9.488	Not significant	Ho accepted
Highest Educational Attainment	3.305	4	9.488	Not significant	Ho accepted
Combined Monthly Family Income	5.368	4	9.488	Not significant	Ho accepted
Type of Parents	5.329	4	9.488	Not significant	Ho accepted

The results show that parents' age, gender, number of children, education level, family income, and household type do not significantly affect their support for their kindergarten children's learning activities. Parents from diverse backgrounds tend to use similar strategies when guiding their children's learning at home, reflecting a shared commitment to education regardless of demographic differences. This aligns with studies indicating that parental involvement in early childhood learning is generally consistent across various socio-demographic groups, especially when clear guidance and resources are provided (Careemdeen & Awang, 2022; Kim et al., 2021).

6. FINDINGS

The study revealed that most of the participating parents were between 31 and 40 years old, predominantly mothers with one or two children. More than half have completed high school, and approximately half have a monthly family income of below ₱15,000. When it comes to how parents view the self-learning materials used by their kindergarten children, they rated content delivery as the highest, followed closely by the reliability of the assessments and the design of the materials, all of which were seen as very effective. Interestingly, the study found that parents' backgrounds do influence how effective they perceive the learning materials to be. However, these backgrounds do not appear to influence the ways parents assist their children with daily learning tasks, suggesting that parents employ similar approaches regardless of their background.

7. CONCLUSION AND RECOMMENDATIONS

The study concluded that the use of self-learning materials for kindergarten learners is perceived as very effective. Notably, the type of parents caring for the children significantly influences the effectiveness of these materials. The modular learning approach successfully supports continuous education at home, demonstrating that the COVID-19 pandemic is not a barrier to learning. Additionally, modular learning strengthens the parent-child bond, highlighting the vital role parents play as active partners in their children's education during this new normal. When parents and children engage in learning activities together, it enhances the child's knowledge and provides emotional support, helping to ease anxiety caused by an uncertain environment. Based on these findings, the researchers strongly recommend implementing tailored action plans in each identified public elementary school to support further and improve the learning experience.

8. Acknowledgement

The researchers further acknowledge that all co-authors contributed fairly to the conceptualization of the paper, from its inception to publication online.

9. Conflict of Interest

There is no conflict of interest for all researchers involved.

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