PARENTAL INVOLVEMENT AND STUDY HABITS: THEIR INFLUENCE IN STUDENT'S ACADEMIC ACHIEVEMENT

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ABSTRACT

This study examined the influence of study habits and parental involvement on the academic achievement of Grade 3 learners in Sta. Maria Central Elementary School and Cabuga Elementary School in Agusan del Sur, Philippines. This quantitative research employed descriptive-correlational, non-experimental design. Data were obtained from 117 learners utilizing universal sampling. Data were gathered through adapted research instruments. Findings revealed that parental involvement was generally less extensive. Meanwhile, students exhibited high levels of study habits. In terms of academic performance, students scored proficient in reading fluency but only low proficient in numeracy. Statistical analysis showed that there was no significant correlation between parental involvement and academic achievement, and likewise no significant correlation between study habits and academic achievement. These findings suggest that other unmeasured factors may be influencing student performance. The study recommends further investigation into additional variables that may impact learning outcomes. This can be a source of reference for future studies, and additional assessment may be considered to strengthen more the claim of the study.

Keyword: *Grade 3 learners, parental involvement, study habits, academic achievement, reading fluency, numeracy*

1. The Problem and its Background

Academic achievement is a critical measure of students' success in their educational journey, reflecting their ability to comprehend, retain, and apply knowledge. However, achieving academic excellence is influenced by multiple factors, including internal and external elements. Among these, parental involvement and study habits have been widely recognized as significant contributors to students' performance in school.

The academic success of students is a primary priority in education, as Hong (2025) emphasizes, and it has a significant impact on the future success of the students and the welfare of society. Despite its importance, academic achievement remains a persistent challenge globally. For instance, in Indonesia, the INOVASI (2020) study revealed that only 16% and 32% of Grade 2 and Grade 3 students met the minimum proficiency levels in numeracy, while literacy proficiency was achieved by only 39% and 55% of students in the same grades. These figures highlight foundational learning gaps that hinder educational progress.

In the Philippines, the situation is equally concerning. The 2022 Programme for International Student Assessment (PISA) results placed Filipino students among the lowest performers globally in reading and mathematics OECD (2023). These results underscore a national education crisis that demands urgent and strategic interventions.

Zooming in on the Caraga Region, where this study is situated, similar trends are observed. Although Lopez (2024) noted improvements in PISA scores and National Achievement Test (NAT) results compared to previous years

of the students in the region, student performance still falls below the OECD average in PISA and achieved low proficiency in NAT.

In light of the alarming trends at both national and local levels, the researcher is compelled to examine the factors influencing academic achievement of the students. Among these, parental involvement and study habits have emerged as potentially influential factors. Although numerous studies have found out that parental involvement positively affects academic performance like the study of Viray (2016) who reported that parental involvement did not significantly influence academic achievement. Also, several studies affirm that effective study habits contribute significantly to academic success (Biswas, 2023). However, contrasting findings indicate that in some populations, study habits do not significantly predict academic performance (Setia & Ranjan, 2023). The conflicting results above highlight a research gap particularly in early education. This study seeks to address that gap by investigating the extent to which these factors influence the academic performance of Grade 3 learners in Sta. Maria Central Elementary School and Cabuga Elementary School.

Conducting this study may provide insights to the teachers and school administrators to make some mechanisms to motivate parents to get involved in the educational pursuits of their children particularly in the locale of this study.

1.1 Theoretical Lens

This study is anchored mainly on Vygotsky's Sociocultural Theory and Zimmerman's Self-Regulated Learning (SRL) Theory.

Vygotsky's Sociocultural Theory is all about the societal and cultural influences that affect how we develop, think, feel, and behave. According to Vygotsky (1978), human development relies on social interaction and, therefore, can differ among cultures. Vygotsky proposes that learning is largely a social process and that our cognitive functions are based on our interactions with the "more gifted" people around us including the parents. Based on this perspective, the learning of the students can be achieved by the participation of the one who is more knowledgeable. Through scaffolding the learners may learn more compared when he/she is not guided by someone who is more knowledgeable. Through scaffolding, parents engage in educational activities, discussions, and encourage critical thinking, thereby supporting children's learning and academic achievement. It is also conceptualized in this study that the value of school-family collaborations is also important to the students. Moreover, parenting, communicating, volunteering, learning at home, decision making, and collaboration with the community are the six areas into which Epstein et al. (2009) categorized parental involvement in education of which this is the basis of the researcher in identifying the indicators under the independent variables.

This study is also anchored in Self-Regulated Learning (SRL) Theory developed by Zimmerman to understanding how students' study habits influence their academic achievement. SRL theory conceptualizes learning as an active, constructive process whereby learners set goals, monitor their progress, and reflect on outcomes to improve future performance(Zimmerman, 2000).

Zimmerman's model outlines a cyclical process of self-regulation comprising three phases: forethought, performance, and self-reflection. In the forethought phase, students engage in goal setting and strategic planning which behaviors closely tied to effective study habits such as time management and resource organization. During the performance phase, learners implement strategies like focused attention, note-taking, and self-monitoring. Finally, in the self-reflection phase, students evaluate their performance and adjust their strategies accordingly. Study habits, in this context, are seen as behavioral manifestations of self-regulated learning. These include consistent study schedules, use of mnemonic devices, summarization, and self-testing. Research has shown that students who employ such self-regulatory strategies tend to achieve higher academic outcomes (Zimmerman & Schunk, 2007).

Figure 1 shows the conceptual framework of the study. This study determines the influence of parental involvement and study habit to students' academic achievement among Grade 3 learners in Sta. Maria Elementary School, Trento District, Division of Agusan del Sur. The independent variables are parental involvement and study habit. While, the dependent variable is academic achievement with indicators Literacy and Numeracy.

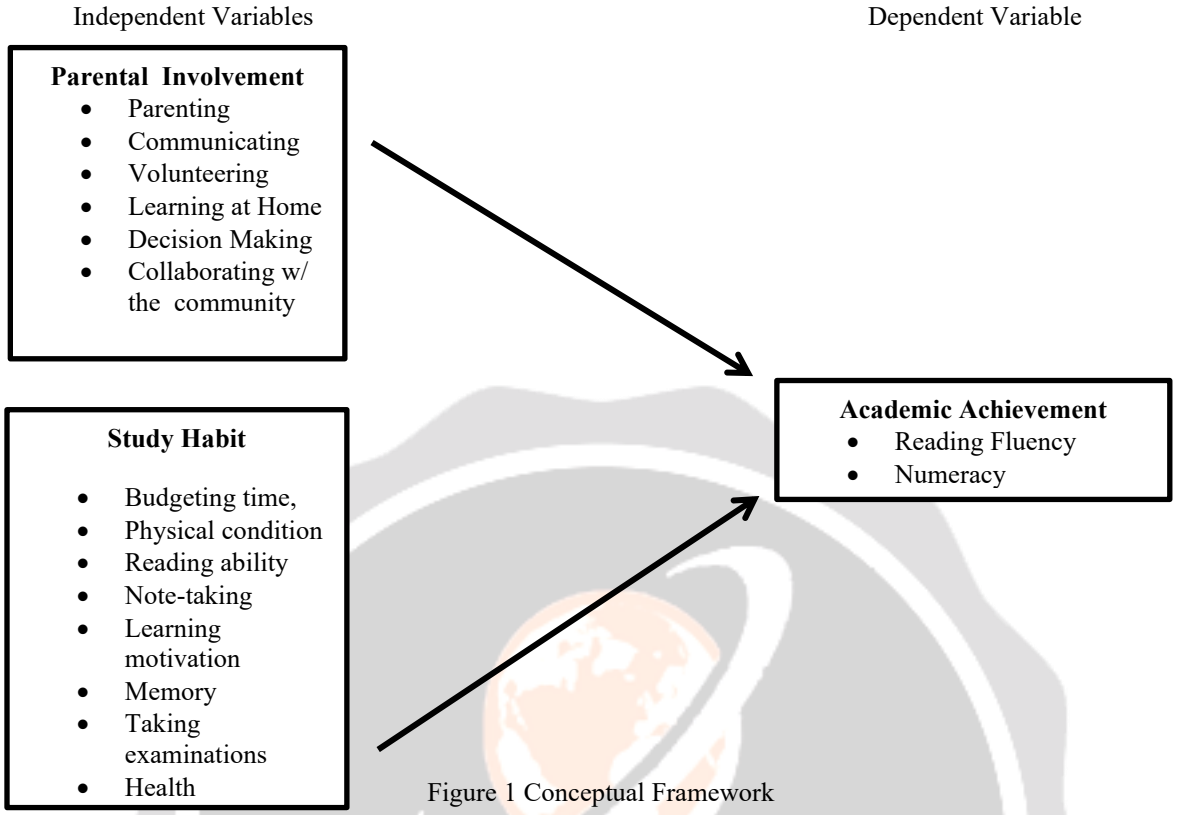

Figure 1 Conceptual Framework

1.2 Statement of the Problem

The purpose of this study was to determine whether parental involvement and study habit have significant influence to students' academic achievement. Specifically, this sought answers to the following questions:

1. What is the extent of parental involvement in terms of:
   - 1.1 Parenting,
   - 1.2 Communicating,
   - 1.3 Volunteering,
   - 1.4 Learning at home,
   - 1.5 Decision making, and
   - 1.6 Collaborating with the community?
2. What is the profile of the learners in terms of their study habits:
   - 2.1 budgeting time,
   - 2.2 physical condition,
   - 2.3 reading ability,
   - 2.4 note-taking,
   - 2.5 learning motivation,
   - 2.6 memory,
   - 2.7 taking examinations and,
   - 2.8 health?
3. What is the students' level of academic achievement in terms of:
   - 3.1 numeracy and
   - 3.2 literacy?
4. Is there a significant relationship between parental involvement and students' academic achievement?
5. Is there a significant relationship between study habit and students' academic achievement?

1.3 Hypothesis

The following hypotheses were formulated and were tested at 0.05 level of significance:

HO_1 There is no significant relationship between parental involvement and students' academic achievement.

HO_2 There is no significant relationship between students' study habit and academic achievement.

2. METHODS

This chapter presents the research design, research locale, respondents of the study, data gathering procedure, research instruments, validation of instrument, statistical treatment, and ethical considerations of the study.

2.1 Research Design

The researcher employed a non-experimental quantitative method of research utilizing the descriptive and correlational design. Quantitative research employs strategies of inquiry such as experiments and surveys and collects data on predetermined instruments that yield statistical data (Creswell, 2003). Additionally, no treatment is given to the research subjects in non-experimental quantitative design (Cresswel, 2013).

Descriptive research is a design that deals with the collection and presentation of data as well as the summarizing values that describe the group's characteristics. Since it examined the extent of parental involvement, students' study habit profiles, and the level of academic achievement of the students, this study was descriptive. On the one hand, correlational examines the degree to which two or more variables are associated or related (Creswell, 2005). This study was correlational since the relationship between parental involvement and students' academic achievement, also the relationship between parental involvement and students' academic achievement determined.

2.2 Research Locale

This descriptive correlational study was conducted in two elementary schools within the Division of Agusan del Sur: Sta. Maria Central Elementary School and Cabuga Elementary School.

Sta. Maria Central Elementary School, a DepEd-managed urban institution, is located in Barangay Sta. Maria, Trento District, municipality of Trento, Agusan del Sur. Trento hosts 41 elementary schools and 11 secondary schools; Sta. Maria Central ranks as the third largest elementary school in the municipality, serving a diverse learner population from both urban and peri-urban communities.

Cabuga Elementary School is situated in Barangay Sta. Teresa, Loreto District, municipality of Loreto, Agusan del Sur.

2.3 Research Respondents

The respondents of the study consist of 117 Grade 3 learners who are enrolled for the school year 2025-2026 in Sta. Maria Elementary School, Trento District and Cabuga Elementary School, Loreto district that is both part of the Division of Agusan del Sur. Universal sampling was used in the study and all enrolled Grade 3 in two schools are considered as the respondents. The number and disribution of respondents per section is presented in Table 1.

Table 1
Respondents of the Study

Section	Respondents
Section A	31
Section B	33
Section C	30
Section D	23
TOTAL	117

2.4 Research Instrument

This descriptive correlational study utilized four sets of adapted research instruments: one for measuring parental involvement, one for assessing study habits, and two standardized tools to evaluate students' academic achievement in reading fluency and numeracy.

The Parental Involvement Questionnaire. The Parental Involvement Questionnaire is adapted from Ringenberg et al. (2005) Parent and School Survey (PASS) that measures parental involvement in their children's education in a simple, easy, and accurate manner. The first 24 items used in this study was structured to explicitly measure Epstein's six-construct of parental involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Each of the six constructs was represented by four items. Items were assessed using a five-point Likert scale with responses "strongly agree (5)," "agree (4)," "partially agree/partially disagree (3)," "disagree (2)," and "strongly disagree (1)". Six items (4, 6, 8, 16, 17, 23) that were negatively worded items are scored in a reversed manner in which "strongly disagree" is the most positive response. While PASS was originally intended to be answered by the parents, the researcher modified the tool to address the suggestions from the experts and to allow the students to respond to the survey.

Study Habits Inventory. The instrument utilized in this study to measure study habits was the Study Habits Inventory (PSSHI) developed by Palsane & Sharma (2004), to determine the relationship between the study habits.

Scoring of the Study Habits Inventory has been done on a three-point rating scale. This instrument contains 45 statements that belong to the eight areas: budgeting time, physical condition, reading ability, note-taking, learning motivation, memory, and taking examinations, and health. The points were rated as "0 = never", "1=rarely or "2 = mostly" and "3 = always ". A higher score indicates good study habits. The statements nos. 6, 9, 13, 15, 24, 26, 34, 36, 37, 41 & 42 respectively, the scoring was reversed making 0, 1 and 2 for 'always', 'sometimes' and 'never' verbal interpretations because those are negative items. The maximum obtainable score is 90. A higher score indicates good study habits.

Comprehensive Rapid Literacy Assessment (CRLA). Comprehensive Rapid Literacy Assessment (CRLA) is resource innovation by the Department of Education (DepEd) to bridge literacy gaps among students from diverse linguistic backgrounds. This assessment focuses on Grade 1 to Grade 3 learners. The assessment tool evaluates students reading abilities into Grade Ready, Light Refresher, Moderate Refresher, and Full Refresher.

The researcher used this tool to assess students' reading abilities, focusing on three major areas: reading fluency, reading comprehension, and average word count per minute. However, rather than categorizing learners into the four categories proposed by DepEd, the researcher used the percentage total score acquired in these three areas for parametric testing.

The Rapid Mathematics Assessment (RMA) is a diagnostic tool that aims to assess students' numeracy and understand their mathematical needs. This tool was developed collaboratively between DepEd-BLD, ABC+ and UP NISMED to measure, assess, and evaluate key stage 1 learners's mathematics skills against their grade level competencies. This study utilized the RMA tool for grade 3 which comprises of 8 competencies that is distributed to 20 items. The competencies were Fraction, Mass measurement, Missing number in patterns, Addition, Subtraction, Multiplication, Division, and Geometric Representation. One point will be given for each correct response and zero for incorrect or no response.

The researcher used the percentage of score acquired by the students with the formula $\frac{\text{Score}}{\text{Maximum Score}}$ x 100.

Validation of Instrument

The adapted research questionnaire was validated by five experts in the field to check the suitability of each of the items included in the questionnaire. After the validation, the questionnaire was pilot-tested to establish the reliability of the research instrument. The pilot testing was done outside of the school where the study is conducted.

Further, the reliability coefficient of the all questionnaire was 0.845 which indicate to have good internal consistency.

2.5 Data Gathering Procedure

The following steps were done by the researcher in the conduct of the study:

Seeking Permission to Conduct the Study. Prior to the conduct of the study, the study procedure will be subjected to review by the Research Committee of Assumption College of Nabunturan. Then, the researcher secured an endorsement letter from the Dean of Graduate Education Program. Then, write a letter of request to ask permission to conduct the study to the grade 3 students enrolled in Sta. Maria Central Elem. School, Trento District, and Cabuga Elementary School, Loreto District, Division of Agusan del Sur. It was sent to the office of the Schools Division Superintendent of Agusan del Sur, and another letter was given to the school principal of the chosen school.

Orientation and seeking consent from research respondents. After obtaining permission to conduct the study, the researcher coordinated with the class advisers of the respondents, who served as the gatekeeper and enumerator of the study. Next, with the help of the class adviser, the researcher explained the details of the study to the parents who were the respondents. Permission asked to the parents to use their child's data and let them signed the informed consent. The participation was voluntary and anonymous. The researcher entertained queries from the respondents to further explain the study.

Test administration and retrieval of data. After the grant of the request and securing the informed consent, the researcher conducted the study in printed format using the adapted questionnaire and assessment tool. The retrieval of data followed after they answer the questionnaires.

Checking, Collating, and Processing of Data. After the retrieval of data, all raw scores were collated and tabulated. The results of the tabulated data were submitted to the statistician for statistical analysis to seek answers to the problems raised in the first chapter of the research.

The data was kept by the researcher with complete anonymity and confidentiality. The researcher encrypted the excel spreadsheet containing the responses, and only he has access to the files.

2.6 Ethical Considerations

This research underwent an ethics review process through the office of the Ethics Review Committee (ERC) of the Assumption College of Nabunturan before the study was conducted. This was to certify that the study was done in an ethical manner.

Social Value. The results of this study revealed valuable information that guided public elementary school principals, school heads, and the school community in improving the academic achievement of the learners. With the results of the study, school heads were aware of the need to conduct activities for the parents to be more aware of their responsibilities to guide and mentor their children and support them to achieve better performance. The administration may also realize the need to initiate strategic planning for the parents and teachers. The results of this study could be shared with the Department of Education through research conferences, meetings, and other formal gatherings. Additionally, the Department of Education will be given a copy of this manuscript, which could be used by future researchers as a reference for forthcoming research works.

Informed Consent. The respondents the parents as well as the teachers were asked to consent by signing an informed consent form. The researcher was first sent a letter to the principal of the school outlining the goals of the study and the potential participants, along with a letter of approval from the superintendent of the school division to carry out the research. Informed consent was given by the respondents. The requirements, the purposes for which the data used, and the possible outcomes was fully disclosed to respondents. The respondents were required to sign a written informed consent that is offered to them in order to have their full consent. They were given the ability to ask questions and decline if necessary whenever they have concerns while taking part in the research procedure. The researcher indicated the desire to perform the research with informed consent so that respondents are fully mindful of the objective of the study. Lastly, the respondents were enlightened that the findings of the study were kept private in order to guard and preserve their confidentiality, self-esteem, welfare, and autonomy.

Vulnerability of Research Respondents. The choice of whether to participate in the study was left up to the respondents. If the respondents feel that the questions are too personal, they were compelled or tricked into giving an answer. The respondents had the option to leave the study at any time they feel exposed or emotionally affected by its results, and the researcher respected their decision. At the time of recruitment, they were voluntarily and expressly consent in writing to participate in the data collection process. The information gathered for this study was only used to produce conclusions regarding the issues under investigation. The data gathered in this process were not used for any other purposes. The researcher established rapport and confidence to make the respondents feel at ease, safe, and more secure.

Risks, Benefits, and Safety. By ensuring that every respondent was well-cared for and safe from harm, the researcher ensured the respondents' well-being. By giving them a code rather than their identities, their protection was ensured. Given that the data collection was done onsite via face-to-face administration of survey questionnaires, the researcher guaranteed the respondents' safety during the course of this study by ensuring their physical environment was conducive and guarded. The area where the study have done had enough room, good ventilation, and the right kind of lighting. Risks were reduced to the extent that the researcher ensures that survey participants fill out questionnaires in environments that was secure for them. The findings were disclosed to the pertinent institutions out of a sense of responsibility and openness on the part of the researcher. After the study was over, the results were shared with the schools to inform them of the research findings. Moreover, the time given by the respondents in the conduct of the study was reciprocated, as they were given a token of appreciation as a sign of benevolence for helping the researcher conduct the study.

Privacy and Confidentiality of Information: The researcher abode by Republic Act 10173, or the Data Privacy Act of 2012, in which the responses and identities of the respondents were not disclosed to anybody, in consonance with their fundamental human rights to privacy, confidentiality, and correspondence. By all means, the researcher protected their privacy by ensuring that there were no exposed records of the respondents. The researcher made sure that nothing was washed and that it all remains private. To safeguard the identities of the schools, the names of the schools was not included. In order to ensure the privacy of the respondents, they were represented by codes, so no one discovered their identity except for the researcher. Moreover, the information gathered were electronically saved, and any hard copies of the collected data will be kept safely in an area that was not accessible to other people.

Justice. No other person or group was required to subsidize the expenses spent during the study process because this research was exclusively the responsibility of the researcher. In the conduct of the study, the succeeding inclusion and exclusion criteria for the respondents was reflected. First, the respondents of this study were officially enrolled in Sta. Maria Elementary School in Trento District IV, and Cabuga Elementary School, Loreto District, Agusan del sur. Second, the school and the parents together with their children had the willingness to take part in the study. Third, this study was excluded parents and learners who did not belong to District IV and Loreto East District of Agusan del Sur were not part of the study. The targeted respondents were given the assurance that the investigation was done appropriately in every way. The researcher made sure that respondents understand their responsibility to answer survey questionnaires in an open, truthful, and honest manner. The researcher was given all respondents a token as an appreciation for their significant contribution to this study.

2.7 Statistical Treatment of Data

The following statistical tools were utilized to treat the data obtained in the study:

Mean. This was the average set of data. This was used to measure the extent of parental involvement, level students' study habit, and academic achievement. This answered problems number 1, 2, and 3.

Pearson Product Moment Correlation. This was used to determine if there is a correlation between variables. This was utilized to test whether a significant relationship existed between parental involvement and academic achievement, and relationship between students' study habit and academic achievement. It answered problem number 4 and 5.

3. RESULTS

This chapter presents the findings of the study concerning the extent of parental involvement, the level of students' study habits, and the level of academic achievement of the respondents. The statistical analyses also on the relationships between parental involvement and academic achievement, and study habits and academic achievement.

Extent of Parental Involvement

Parental Involvement in terms of parenting

Table 2
Parenting

	Statement	Mean	Descriptive Equivalent
3.	My parents frequently explain difficult ideas to me when I don't understand.	1.59	Least Extensive
4.	My parents provide dictionaries, encyclopedias, and other books in our house to help me study.	1.78	Less Extensive
5.	My parents encourage me to prioritize my class.	1.78	Less Extensive
6.	My parents become angry if I ask for notebooks, pens, pencils, etc.	2.21	Less Extensive
Overall Mean		1.84	Less Extensive

Table 6 presents parental involvement in terms of parenting. The highest mean of 2.21 was recorded in the statement, *"My parents become angry if I ask for notebooks, pens, pencils, etc."* This was interpreted as Less Extensive. The second highest mean of 1.78 was shared by two statements: *"My parents provide dictionaries, encyclopedias, and other books in our house to help me study"* and *"My parents encourage me to prioritize my class."* Both were interpreted as Less Extensive.

The lowest mean of 1.59 was observed in the statement, *"My parents frequently explain difficult ideas to me when I don't understand,"* also interpreted as Least Extensive. Overall, the parenting support perceived by the respondents was rated as Less Extensive, based on the overall mean of 1.84.

Parental Involvement in terms of Communicating. Table 3 shows the level of parental involvement in terms of communicating.

Table 3
Communicating

	Statement	Mean	Descriptive Equivalent
1.	If I misbehaved at school, my parents would know about it soon afterward.	1.58	Least Extensive
2.	Talking to my school principal makes my parents uncomfortable.	2.26	Less Extensive
3.	My parents always know how well I am doing in school.	1.77	Less Extensive
4.	Talking to my current teacher makes my parents somewhat uncomfortable.	2.23	Less Extensive
Overall Mean		1.96	Less Extensive

It is presented in Table 3 is level of parental communication based on the respondents' perceptions. The highest mean of 2.26 was recorded in the statement, *"Talking to my school principal makes my parents uncomfortable,"* interpreted as Less Extensive. The second highest mean of 2.23 was observed in the statement, *"Talking to my current teacher makes my parents somewhat uncomfortable,"* also interpreted as Less

Extensive. The lowest mean of 1.58 was found in the statement, *"If I misbehaved at school, my parents would know about it soon afterward,"* interpreted as Least Extensive. Overall, the extent of communication between parents and children was rated as Less Extensive, with an overall mean of 1.96.

Parental Involvement in terms of Volunteering. It is presented in Table 4 the parental volunteering.

Table 4
Volunteering

	Statement	Mean	Descriptive Equivalent
1.	My parents feel very comfortable visiting my school.	2.08	Less Extensive
2.	My parents had visited my classroom several times in the past year.	2.26	Less Extensive
3.	In the school year, my parents attended activities at my school several times (e.g., fun nights, performances).	2.41	Less Extensive
4.	In the past school year, my parents volunteered at my school at least 3 times.	1.93	Less Extensive
Overall Mean		2.17	Less Extensive

The table above presents the extent of parental volunteering based on the respondents' perceptions. The highest mean of 2.41 was recorded in the statement, *"In the school year, my parents attended activities at my school several times (e.g., fun nights, performances),"* interpreted as Less Extensive. The second highest mean of 2.26 was observed in the statement, *"My parents had visited my classroom several times in the past year,"* also interpreted as Less Extensive. The lowest mean of 1.93 was found in the statement, *"In the past school year, my parents volunteered at my school at least 3 times,"* interpreted as Less Extensive. Overall, the extent of parental volunteering was rated as Less Extensive, with an overall mean of 2.17.

Parental Involvement in terms of Learning at Home. It is shown in the table the parental learning at home.

Table 5
Learning at Home

	Statement	Mean	Descriptive Equivalent
1.	My parents identified a regular time and place in our home to do homework.	2.57	Highly Extensive
2.	My parents monitor my habit of using gadgets such as cell phones, computers, and television.	2.76	Highly Extensive
3.	My parents see that nobody disturbs me during my studies.	1.97	Less Extensive
4.	My parents don't understand the assignments that I bring home.	2.6	Highly Extensive
Overall Mean		**2.47**	**Less Extensive**

It is illustrated in Table 5 the extent of parental support in home-based learning activities. The highest mean of 2.76 was recorded in the statement, *"My parents monitor my habit of using gadgets such as cell phones, computers, and television,"* interpreted as Highly Extensive. The second highest mean of 2.60 was observed in the statement, *"My parents don't understand the assignments that I bring home,"* also interpreted as Highly Extensive. The lowest mean of 1.97 was found in the statement, *"My parents see that nobody disturbs me during my studies,"* interpreted as Less Extensive. Overall, the extent of parental involvement in learning at home was rated as Less Extensive, based on the overall mean of 2.47.

Parental Involvement in terms of Decision Making. Illustrated in Table 6 the parental decision making.

Table 6
Decision Making

	Statement	Mean	Descriptive Equivalent
1.	My parents are confused about their legal rights as a student's parent.	2.42	Less Extensive
2.	My parents have made suggestions to my teachers about how to help me learn.	2.97	Highly Extensive
3.	My parents know the laws governing schools well.	2.39	Less Extensive
4.	In the past 12 months, my parents attended several school board meetings.	2.86	Highly Extensive

Overall Mean	2.66	Highly Extensive

Highlighted in Table 7 is the extent of parental participation in school-related decision-making. The highest mean of 2.97 was recorded in the statement, *"My parents have made suggestions to my teachers about how to help me learn,"* interpreted as Highly Extensive. The second highest mean of 2.86 was observed in the statement, *"In the past 12 months, my parents attended several school board meetings,"* also interpreted as Highly Extensive. The lowest mean of 2.39 was found in the statement, *"My parents know the laws governing schools well,"* interpreted as Less Extensive. Overall, parental involvement in decision-making was rated as Highly Extensive, based on the overall mean of 2.66.

Parental Involvement in terms of Collaboration with the Community. Table 7 shows the parental collaboration with the community.

Table 7
Collaboration with the Community

	Statement	Mean	Descriptive Equivalent
1.	My parents talk with other parents frequently about educational issues.	1.81	Less Extensive
2.	I attend community programs regularly.	2.29	Less Extensive
3.	If I had trouble at school, my parents would not know how to get extra help for me.	2.03	Less Extensive
4.	My parents know about many programs for youth in our community.	2.04	Less Extensive
Overall Mean		**2.04**	**Less Extensive**

The data in the table above outline the extent of parental engagement with community resources and networks. The highest mean of 2.29 was recorded in the statement, *"I attend community programs regularly,"* interpreted as Less Extensive. The second highest mean of 2.04 was observed in the statement, *"My parents know about many programs for youth in our community,"* also interpreted as Less Extensive. The lowest mean of 1.81 was found in the statement, *"My parents talk with other parents frequently about educational issues,"* interpreted as Less Extensive. Overall, collaboration with the community was perceived as Less Extensive, with an overall mean of 2.04.

Level of Study of Students

Study habits in terms budgeting time. Table 8 shows the level of study habits of the students.

Table 8
Study Habits in Budgeting

Statement	Mean	Descriptive Equivalent
1. I study every day.	2.45	High
2. I study at a particular time of the day.	2.42	High
3. I do my homework daily.	2.71	High
4. If I have to study for a longer time, I take a rest in between.	2.56	High
32. I divide the time according to the matter to be answered in respect of the number of questions.	2.61	High
Overall Mean	**2.55**	**High**

It is reflected in Table 8 the extent to which students practice effective time management in their study routines. The highest mean of 2.71 was recorded in the statement, *"I do my homework daily,"* indicating a strong commitment to consistent academic work. The second highest mean of 2.61 was observed in the statement, *"I divide the time according to the matter to be answered in respect of the number of questions,"*. The lowest mean of 2.42 was found in the statement, *"I study at a particular time of the day,"*. Overall, students demonstrated High levels of time budgeting in their study habits, with an overall mean of 2.55.

Level of Students' Study Habit in terms of Physical Condition. Table 9 presents the students' study habit in terms of physical condition

Table 9
Physical Condition

Statement	Mean	Descriptive Equivalent
5. I have all the required books and other relevant materials of study with me.	2.42	High
6. I get disturbed by the surroundings at the time of the study.	2.62	High
7. I develop an automatic interest in the subject as soon as I start studying it.	2.42	High
8. I realize the importance of the subjects for my future career.	2.18	High
9. Other stray thoughts gradually flow in as soon as I settle down for the study.	2.29	High
10. I think that I can improve my study habits fairly.	2.62	High
Overall Mean	**2.42**	**High**

The information in Table 9 showcases the extent to which students' physical and mental environments support effective study habits. The highest mean of 2.62 appeared in two statements: *"I get disturbed by the surroundings at the time of the study"* and *"I think that I can improve my study habits fairly,"* both interpreted as High. The second highest mean of 2.42 was shared by the statements, *"I have all the required books and other relevant materials of study with me"* and *"I develop an automatic interest in the subject as soon as I start studying it."* The lowest mean of 2.18 was found in the statement, *"I realize the importance of the subjects for my future career,"* though still interpreted as High. Overall, students rated their physical and mental study conditions as High, with an overall mean of 2.42.

Level of Students' Study Habit in Terms of Reading Ability. Table 10 shows the study habits of the students in terms of reading ability.

Table 10
Students' Reading Ability

Statement	Mean	Descriptive Equivalent
1. I read the main points before I read the chapter.	2.34	High
2. I continue my reading despite the difficulties in understanding the meaning of some words.	2.56	High
3. I read very carefully in order to understand every point.	2.56	High
4. I never read silently.	2.55	High
5. I change and adjust the speed of my reading according to the importance and difficulty of the subject matter.	2.38	High
6. I study figures and graphs very carefully while reading.	2.48	High
7. I read books whenever I get free time, whether at home or in school/college.	2.5	High
8. I study in the library regularly.	2.35	High
Overall Mean	**2.46**	**High**

The above table presents the extent of students' reading strategies and comprehension efforts. The highest mean of 2.56 was shared by two statements: *"I continue my reading despite the difficulties in understanding the meaning of some words"* and *"I read very carefully in order to understand every point,"* both interpreted as High. The second highest mean of 2.55 was observed in the statement, *"I never read silently,"* also interpreted as High. The lowest mean of 2.34 was found in the statement, *"I read the main points before I read the chapter,"* though still within the High category. Overall, students demonstrated a high level of reading habits, with an overall mean of 2.46.

Students' Study Habits in Terms of Reading Ability Note-Taking. Table 15 presents the students' study habits in terms of reading ability in note-taking

Table 11
Reading Ability in Note-Taking

Statement	Mean	Descriptive Equivalent
1. I take down notes while reading.	2.37	High
2. During classroom teaching, I take down notes very sincerely.	2.59	High
3. At home, I compare my class notes with the notes from the textbooks.	2.34	High
Overall Mean	**2.43**	**High**

Table highlights the extent of students' engagement in note-taking practices. The highest mean of 2.59 was recorded in the statement, *"During classroom teaching, I take down notes very sincerely,"* interpreted as High. The second highest mean of 2.37 was observed in the statement, *"I take down notes while reading,"* also interpreted as High. The lowest mean of 2.34 was found in the statement, *"At home, I compare my class notes with the notes from the textbooks,"* though still within the High category. Overall, students demonstrated a high level of note-taking habits, with an overall mean of 2.43.

Level of Students' Study Habit in Terms of Reading Ability in Learning Motivation. Table 12 presents the level of reading ability of the students in learning motivation

Table 12
Student's Reading Ability in Learning Motivation

Statement	Mean	Descriptive Equivalent
1. I take the help of anybody if I do not follow anything.	2.44	High
2. I study the subject matter at home thoroughly before it is taught in the classroom.	2.58	High
3. I attend my classes regularly on time.	2.37	High
4. I frequently remain absent from class.	2.7	High
5. If a matter is to be learned by heart, I read and memorize it part by part.	2.55	High
6. I try to make up my deficiency in the weak subjects to my best.	2.61	High
Overall Mean	**2.54**	**High**

It is presented in Table 12 the extent of students' motivation toward learning. The highest mean of 2.70 was recorded in the statement, *"I frequently remain absent from class,"* which, despite its wording, was interpreted as High, possibly reflecting a reverse-coded item or a need for clarification in interpretation. The second highest mean of 2.61 was observed in the statement, *"I try to make up my deficiency in the weak subjects to my best,"* showing strong academic perseverance. The lowest mean of 2.37 was found in the statement, *"I attend my classes regularly on time,"* though still interpreted as High, indicating consistent attendance among students. Overall, students demonstrated a high level of learning motivation, with an overall mean of 2.54.

Level of Students' Study Habit in Terms of Memory. Table 13 shows the level of study habits in terms of memory

Table 13
Students' Study Habit in Terms of Memory

Statement	Mean	Descriptive Equivalent
1. I try to recall the matter after reading it.	2.64	High
2. I cram certain things without understanding.	2.55	High
3. I revise the subject matter from time to time.	2.56	High
4. After the examination, I realize that I have made some mistakes in the answers I have written, or I have forgotten some important points.	2.59	High
5. During examination days also, I sleep as usual in the night.	2.52	High
Overall Mean	**2.57**	**High**

Table reflects the extent of students' memory strategies in their study routines. The highest mean of 2.64 was recorded in the statement, *"I try to recall the matter after reading it,"* indicating strong efforts in reinforcing memory. The second highest mean of 2.59 was observed in the statement, *"After the examination, I realize that I have made some mistakes in the answers I have written, or I have forgotten some important points,"* suggesting active post-assessment reflection. The lowest mean of 2.52 was found in the statement, *"During examination days also, I sleep as usual in the night,"* which still falls under the High category. Overall, students demonstrated a High level of memory-related study habits, with an overall mean of 2.57.

Level of Students' Study Habit in Terms of Taking Examination. It is presented in Table 14 the students' preparation in taking the examination.

Table 14
Students' preparation in Taking Examination

Statement	Mean	Descriptive Equivalent
1. During examination days also, I sleep as usual in the night.	2.52	High
2. Before writing the answers to the questions in the examination, I read very carefully the entire question paper.	2.44	High
3. In the examination, I answer the questions in their serial order.	2.4	High
4. Before examination, I read my own notes carefully.	2.28	High
5. I prepare for the examinations from the guides/notes available in the market.	2.42	High
6. I draw an outline of answers of each question before writing answers to the questions in the examination.	2.38	High
7. I feel tense at the beginning of the examination.	2.5	High
8. I carefully record my examination results.	2.32	High
9. I single out my weak subjects on the strength of my examination results.	2.5	High
10. I have a tendency to compare my marks with others after the results are declared.	2.37	High
Overall Mean	**2.4**	**High**

Table 14 outlines students' approaches and attitudes toward examinations. The highest mean of 2.52 was recorded in the statement, *"During examination days also, I sleep as usual in the night,"*. The second highest mean of 2.50 was shared by two statements: *"I feel tense at the beginning of the examination"* and *"I single out my weak subjects on the strength of my examination results,"*. The lowest mean of 2.28 was found in the statement, *"Before examination, I read my own notes carefully,"* though still interpreted as High. Overall, students demonstrated a High level of examination-related study habits, with an overall mean of 2.40.

Level of Students' Study Habit in Terms of Health. Table 15 shows the students' study habits in terms of health.

Table 15
Students' Study Habit in Terms of Health

Statement	Mean	Descriptive Equivalent
41. I get disappointed if the examination result is not favorable.	2.57	High
44. I get guidance about proper study habit from my teachers.	2.43	High
45. I will take advantage if a guidance program in study habits is arranged.	2.64	High
Overall Mean	**2.55**	**High**

It is highlighted in the table highlights students' emotional responses and openness to guidance in relation to their academic health. The highest mean of 2.64 was recorded in the statement, *"I will take advantage if a guidance program in study habits is arranged,"*. The second highest mean of 2.57 was observed in the statement, *"I get disappointed if the examination result is not favorable*. The lowest mean of 2.43 was found in the statement, *"I get guidance about proper study habit from my teachers,"* though still interpreted as High. Overall, students demonstrated a High level of health-related study habits, with an overall mean of 2.55.

Level of Academic Achievement in Terms of Numeracy and Reading Fluency

Numeracy. Table 16 shows the academic achievement of the students in numeracy.

Table 16
Academic Achievement in Numeracy

	Mean	Std. Deviation	Equivalent Description
Numeracy	40.4274	24.49114	Low Proficient
Valid N (listwise)			

Seen in Table 16 is the academic achievement of students in numeracy. The results show that the mean score in numeracy is 40.43, with a standard deviation of 24.49. The mean percentage score is 40%, based on the valid responses collected.

Level of Academic Achievement in terms of Reading Fluency

Reading Fluency. Table 17 shows the level of students' academic achievement in terms of Reading Fluency.

Table 17

Academic Achievement in terms of Reading Fluency

	Mean	Std. Deviation	Equivalent Description
Reading Fluency	87.4872	4.80412	Proficient
Valid N (listwise)			

The data indicates that the respondents possess strong reading fluency, with an average score of 87.49 which classifies them as "Proficient" and a standard deviation of 4.80, indicating relatively consistent performance across the group This means they can read words smoothly and accurately likely at an appropriate pace and with minimal errors enabling them to navigate text effectively.

Correlation between Extent of Parental Involvement and Level Students' Academic Achievement

Table 18 illustrates the analysis on the Correlation between Extent of Parental Involvement and Level Students' Academic Achievement. Based on this analysis, there is no statistically significant correlation between Parental Involvement and Academic Achievement among the 117 individuals surveyed. The observed very weak negative correlation of -0.122 is likely due to chance and does not indicate a reliable relationship between these two variables.

Table 18
Correlation between Parental Involvement and
Level Students' Academic Achievement

		Parental Involvement	Academic Achievement
Parental Involvement	Pearson Correlation	1	-.122
	Sig. (2-tailed)		.189
	N	117	117
Academic Achievement	Pearson Correlation	-.122	1
	Sig. (2-tailed)	.189	
	N	117	117

Correlation between Students' Level of Study Habit and Level Students' Academic Achievement

Table 19 presents the correlation between students study habits and students academic achievement.

Table 19
Correlation between students' study habits
and academic achievement

		Academic Achievement	Study Habit
Academic Achievement	Pearson Correlation	1	.054
	Sig. (2-tailed)		.565
	N	117	117
Study Habit	Pearson Correlation	.054	1
	Sig. (2-tailed)	.565	
	N	117	117

Table 19 shows the analysis on the Correlation between Students' Level of Study Habit and Level Students' Academic Achievement. Based on this analysis, there is no statistically significant correlation between Academic Achievement and Study Habit among the 117 individuals surveyed. The observed very weak positive correlation of 0.054 is likely due to random sampling variability and does not represent a true relationship between these two variables.

4. DISCUSSION, CONCLUSION AND RECOMMENDATION

This chapter summarizes and interprets the key findings of the study, highlighting the extent of parental involvement, students' study habits, and their relationship to academic achievement. It presents conclusions drawn from the data and offers practical recommendations that aims to address the identified gaps and contribute to the improvement of educational practices and student outcomes.

.4.1 Discussions

This section interprets the key findings of the study in light of existing literature and theoretical frameworks. It aims to explain the implications of the results from the previous chapter.

Extent of Parental Involvement. The study found that parental involvement in parenting was perceived as generally Less Extensive. The highest mean reflected parental anger when asked for school supplies suggesting emotional strain rather than support. In contrast, positive behaviors like providing study materials and encouraging academic focus were rated even lower, underscoring a lack of nurturing guidance.

These results echo Epstein et al. (2002), who advocate for stronger school-family partnerships to foster supportive learning environments. The findings diverge from Garcia et al. (2019), whose work shows that warm, indulgent parenting fosters better school adjustment. The results support Kalil & Ryan (2020), who link financial stress to strained parenting, potentially explaining parental frustration in resource-limited contexts. Overall, the study signals a need for parent education programs that cultivate warmth, responsiveness, and academic support.

In terms of communication, the study revealed that parental involvement in communication was perceived as Less Extensive. Although some interaction between parents and schools occurs, it is often marked by discomfort and limited parental awareness of students' academic or behavioral concerns. This communication gap may undermine the role of families in supporting student outcomes.

The reported discomfort of parents with school authorities contrasts with Malik (2020), whose found the importance of consistent dialogue and inclusion especially in special education settings. Similarly, Kirby (2019) emphasizes communication's role in resolving absenteeism and academic issues. As supported by Hill & Tyson (2009), strong communication positively impacts student success benefits not fully realized under current engagement levels. These results call for more welcoming school practices to empower family participation.

Parental volunteering was also rated Less Extensive. While occasional presence at school events was noted, sustained engagement in volunteer roles was minimal, limiting deeper collaboration and shared responsibility for student development.

The lack of consistent participation contrasts with Lareau (2000), who described volunteering as a meaningful contribution to student success. The results affirm Carlisle et al. (2006), suggesting that active volunteering enhances cooperation with teachers and promotes educational values. Likewise, Lee & Bowen (2006) and Fan & Chen (2001) found that volunteering improves parenting skills and student achievement benefits that may be lacking due to low volunteering engagement of parents in this study.

Schools should promote inclusive and accessible volunteer opportunities that recognize and harness the contributions parents can offer to both learning environments and community development.

In terms of parental involvement in learning at home, the study found that it was perceived as Less Extensive with a category mean 2.47. While parents showed moderate attentiveness to managing distractions of the students such as gadget use, they were less engaged in academic support tasks. This reflects limited guidance in areas like homework assistance or providing learning materials.

These results highlight a need for targeted interventions, as advocated by Simweleba & Serpell (2020), to equip parents with strategies for supporting schoolwork. The moderate monitoring of distractions may indicate indirect support, consistent with Han (2017), who noted positive academic outcomes from parental engagement in everyday routines. On the other hand, the result is similar to the findings of Mauka (2015) that large number of parents did not check their children ‘s exercise books and homework because they did not know English language which is the medium of instruction in secondary schools.

Parental involvement in decision-making was rated as Highly Extensive with a mean of 2.66, with parents actively offering suggestions and attending school board meetings, while others lacked awareness of policies and rights. This implies that parents were involved in their child's education by attending various school meetings and participating in the decision-making process in school. In fact, parents were versatile on the laws governing the school. This partial engagement highlights opportunities for schools to enhance participatory channels.

This result is consistent with the findings of Mwaikimu (2012) that parents involve with school decisions such as school activities, disciplinary measures and other issue of the schools by themselves.

This result is inconsistent with Mauka (2015) findings that great numbers of parents were not attending school meetings. However, limited policy literacy reflects gaps in transparency, contrasting with Fitriani & Istaryatiningtias (2020), who advocate for inclusive, informed parental engagement. Strengthening legal orientation and access to decision-making structures is vital to cultivating parents as strategic partners in education.

Community collaboration received a Less Extensive rating with a mean of 2.04, with less participation in programs in the community and minimal educational dialogue among parents. This means that parental involvement in terms of community involvement is rarely observed.

These findings contrast with Epstein et al. (2002), who emphasize integrated community-school efforts to enhance student learning. As Teye (2012) described, collaboration should be symbiotic, yet the low engagement seen here indicates that such mutual benefit has yet to materialize.

Low collaboration may also hinder broader school development, echoing concerns from Donkor & Waek (2018) who found community involvement boosts teacher morale and infrastructure. Henderson & Mapp (2002) similarly cautioned that minimal community ties pose challenges to educational quality.

Based on the findings across all six indicators, parental involvement was generally perceived as Less Extensive, revealing significant gaps in both academic support and engagement with schools and communities of the parents. Although some moderate involvement was noted in areas like decision-making and gadget monitoring, most domains including parenting, communication, volunteering, and home learning reflected limited participation and nurturing guidance in students' academic aspect.

This revealed that parents have a less sympathy toward their child's education and that they are not actively involved in their children's educational processes and experiences at home, school, and in their community. This finding conflicts with Blair's (2014) conclusion that Filipino parents are highly involved in their children's education and want their child to be successful. Also, these findings are different with the findings reported by Valenzuela Leander & Fabella (2020) that Filipino parents give importance to their child 's education as manifested in their involvement based on Epstein's six construct of parental involvement. This is also inconsistent with what has been found in previous study of Viray's (2016) that Filipino students agreed that their parents were highly involved in their education.

Students' Study Habits. The findings of the study revealed that students exhibit high levels of time management in their study routines, with the highest-rated behavior being daily homework completion. This aligns with Aduke (2015), who emphasized that effective time management and avoiding procrastination plays a vital role in improving academic performance. Similarly, Marpa (2013) found a significant correlation between time management and academic achievement, especially among students in mathematics and medical fields. These studies support the notion that strategic planning and consistent study routines, as reflected in the current findings, are essential for academic success.

In terms of physical condition, students rated their study environments as generally conducive, though some reported distractions. This is consistent with Fouche (2017), who highlighted the importance of a focused and distraction-free environment in enhancing academic performance. Additionally, Ella, Akpabio & Samson-Akpan (2015) found no significant difference in academic outcomes based on study location or time of day, which mirrors the mixed responses in this study.

Students' reading ability was also rated high, particularly in persistence and comprehension, which supports the findings of Cakiroglu (2014) and Oriogu & Subair (2017). These researchers found that reading habits and comprehension strategies significantly influence learning performance and academic success. However, the relatively lower score in previewing material before reading suggests that while students are engaged readers, they may benefit from training in strategic reading techniques to further enhance their effectiveness.

The study also showed that students engage actively in note-taking, especially during classroom instruction. Fouche (2017) also identified note-taking as a key component of effective study behaviors. The lower score in comparing class notes with textbooks at home indicates a gap in review strategies, suggesting that students could improve their learning outcomes by integrating multiple sources of information.

Regarding learning motivation, students demonstrated strong academic perseverance, particularly in making up deficiencies in weak subjects. This supports the conclusions of Mendezabal (2013) and Priya & Dariti (2015), who found that motivation and study attitudes are critical to academic success. The findings suggest that students are motivated learners who may benefit from support in maintaining consistent attendance and proactive study behaviors.

In the dimension of memory, students showed effective retention strategies, such as recalling material after reading and reflecting on mistakes post-exam. These behaviors align with the findings of Fouche (2017), who emphasized the role of memory techniques and post-assessment reflection in academic achievement. The maintenance

of regular sleep during exams, despite being the lowest score in this category, still reflects a healthy balance between study and rest, which is essential for cognitive performance and overall well-being.

The findings on Taking Examination reveal that students maintain a high level of examination-related study habits, with the highest-rated behavior being maintaining regular sleep during exams. This reflects a balanced routine and aligns with Fouche (2017), who emphasized the importance of maintaining healthy study behaviors, including rest, for optimal academic performance. The second highest scores, feeling tense at the beginning of exams and identifying weak subjects based on results, suggest emotional awareness and academic self-monitoring, which are consistent with Andrea & Roldan (2016), who found that students actively reflect on their performance and use it to guide future study efforts. The lowest score, reading personal notes before exams, though still high, indicates a potential gap in pre-exam preparation.

In the Health dimension, students demonstrated a strong openness to academic support and emotional sensitivity to outcomes. The highest mean which is willingness to attend guidance programs reflects a proactive attitude toward improving study habits, which aligns with Priya & Dariti (2015) and Mendezabal (2013), who emphasized the importance of motivation and support systems in academic success. The emotional response to unfavorable results further supports findings by Fouche (2017), who noted that students' emotional regulation and reflection are key components of effective study behavior. The lowest score receiving guidance from teachers suggests that while teacher support is present, it could be strengthened. This is consistent with Bonney (2015), who advocated for engaging teaching methods like case studies to enhance student learning and motivation.

The overall findings reveal that students possess a solid foundation of effective study habits, particularly in time management, reading comprehension, note-taking, and academic perseverance. These behaviors are consistent with Philippine-based studies such as those by Mendezabal (2013), which highlight the positive impact of structured routines and adaptive learning strategies on academic performance. Despite strengths in areas like homework completion and emotional self-monitoring, gaps remain in strategic reading, review techniques, and teacher-guided support. Studies by Tus (2020) further affirm that Filipino students maintain positive academic practices, though disparities in study habits may arise due to socio-economic and contextual factors. In light of these insights, enhancing teacher engagement, promoting reflective learning, and offering targeted academic support can help students refine their study behaviors and achieve greater academic success.

Numeracy. Based on the findings of this study, the students' level of academic achievement in terms of numeracy was categorized as "Low Proficient," with a mean score of 40.43% and a standard deviation of 24.49. This score reflects limited mastery of foundational mathematical concepts and operations, suggesting that the majority of learners have yet to develop the numerical competencies needed for practical and academic applications.

These results are consistent with international assessments such as the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA), where Filipino students consistently ranked among the lowest globally in mathematics achievement. In TIMSS 2019, Grade 4 learners in the Philippines had an average score of 297, with only 19% reaching even the lowest proficiency benchmark. Similarly, PISA 2018 and 2022 revealed that over 80% of 15-year-old students performed below Level 2, the baseline for numeracy competence in everyday problem-solving. These patterns point to a widespread challenge in numeracy education across grade levels and regions. Supporting national studies reinforce this concern: Layug et al. (2021) identified poor numerical competence in Grade 7 students despite intervention efforts.

These results underscore an urgent need to strengthen numeracy instruction through focused curricular reforms, sustained pedagogical interventions, and targeted support for learners struggling to grasp basic mathematical concepts. Addressing low proficiency in numeracy is not only a curricular responsibility but also a critical step toward equipping students with essential life skills for future academic and professional success.

Reading Fluency. The study found that students demonstrated strong reading fluency, with a mean score of 87.49 and a standard deviation of 4.80, indicating consistent "Proficient" performance. This means that, on average, students read with the speed, accuracy, and expression expected at the "Proficient" level. The relatively low standard deviation shows almost all students are achieving strong, uniform reading fluency, with few outliers falling significantly above or below the proficiency benchmark. This contrasts with prior Philippine studies Sanopao (2015) and where fluency levels were lower, and remediation was required to improve comprehension. International benchmarks, such as the 2018 NAEP, showed that struggling readers had much slower reading rates and more errors compared to proficient ones, further highlighting the strength of your participants' performance (White et al., 2021).

Meta-analyses by Therrien (2004) confirmed that repeated reading and sufficient intervention time significantly boost fluency (effect sizes of 0.83 and 0.46, respectively). The results of this study are consistent with these studies, suggesting that strategic instruction and regular practice may have contributed to students' fluency success.

Correlation between Parental Involvement and Academic Achievement. The results of this study revealed a very weak negative correlation between parental involvement and students' academic achievement, suggesting no statistically significant relationship.

This aligns with findings from Calib-og & Cabigas (2023) in the Philippines, who also reported no significant correlation despite observable parental engagement. In contrast, other studies like Fatimaningrum (2021) showed moderate to strong positive correlations, highlighting how definitions of involvement, cultural context, and student level may influence findings. Overall, the results suggest that parental involvement may not be a reliable predictor of academic success.

Correlation between Study Habit and Academic Achievement. The results of the present study reveal a very weak positive correlation between students' study habits and their academic achievement, indicating no statistically significant relationship among the respondents. This result suggests that, within the sampled population, the level of study habit does not reliably predict academic performance.

This outcome aligns with the results of Navarro (2023), who found no significant correlation between study habits and academic achievement among college health students in the Philippines, though areas such as time management and memorization were noted as needing attention. In contrast, studies like Abastillas (2018) reported strong positive relationships between study habits and academic performance, emphasizing that consistent study routines, especially among high-achieving students, play a vital role in learning outcomes. The divergence between these findings and the current study may stem from differences in learner demographics, strand specialization, or definitions of study habits used in the assessment tool. Overall, the current results suggest that study habits alone, as measured in this context, may not be sufficient factor of academic achievement.

4.2 Conclusion

Parental involvement was generally perceived as less extensive across most dimensions such as parenting, communication, volunteering, learning at home, and community collaboration. Only the area of decision-making showed highly extensive involvement. These patterns suggest that many parents are not deeply engaged in their children's education, especially in terms of providing academic support, engaging in school activities, or collaborating with the school and commu nity. Students demonstrated high levels of study habits, particularly in time management, note-taking, reading comprehension, memory, and motivation. This indicates that learners possess strong foundational study behaviors conducive to academic success. The students showed proficiency in reading fluency but were only low proficient in numeracy. Further, no significant correlation was found between parental involvement and academic achievement nor between study habits and academic achievement. These results suggest that both parental involvement and study habits cannot be considered as influential factor to student academic achievement. It also indicates that simply having strong study habits or some degree of parental involvement does not guarantee to academic success.

4.3 Recommendations

Based on the results of the study, the following recommendations are offered:

1. Students should maintain their positive study habits while focusing on developing more effective learning strategies tailored to their individual needs, as study habits alone may not guarantee academic success.
2. Parents are encouraged to focus on meaningful support by fostering open communication, attending school meetings, and creating a distraction-free study space at home.
3. Teachers should address learning gaps, especially in numeracy, and integrate study skills into lessons. Strengthening collaboration with parents and offering consistent academic and emotional support will benefit student outcomes.
4. School Administrators must prioritize remedial programs, teacher development, and curriculum improvements. Inclusive parent engagement and community partnerships should be promoted, with regular evaluation of intervention effectiveness.
5. Future studies should explore mediating variables such as motivation, socio-economic status, or instructional quality that may better explain academic performance beyond parental involvement and study habits. Also, future studies should consider longitudinal designs and mixed-method approaches to capture deeper insights beyond parental involvement and study habits.

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