**Parental involvement, learning behavior and its effects on the academic performance of**

**The grade 12 students**



**ABSTRACT**

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| --- |
| **Aims:** This study investigated the relationship between parental involvement, students’ learning behavior, and academic performance among Grade 12 students. It aimed to examine how different dimensions of parental engagement, parenting, communication, volunteering, decision-making, and collaboration with the community, affect students' learning behaviors and Grade Weighted Averages (GWA).  **Study design:** A descriptive-correlational research design was employed to explore the associations among the key variables: parental involvement, learning behavior, and academic performance.  **Place and Duration of Study:** The study was conducted at San Isidro College, Malaybalay City, Bukidnon, Philippines, during the academic year 2024–2025.  **Methodology:** The researchers selected 97 Grade 12 students through stratified random sampling from various academic strands. A validated, researcher-made Likert scale questionnaire was administered to measure parental involvement and students' learning behavior. Academic performance was determined through the students' GWA from the first semester. Descriptive statistics were used to describe levels of parental involvement and learning behavior, while Pearson correlation analysis assessed the relationships among the variables.  **Results:** The findings revealed high levels of parental involvement in decision-making (*M* = *3.87, SD = 0.81*) and communication (*M = 3.50, SD = 0.87*), while moderate levels were observed in parenting (*M = 3.37, SD = 0.93*), volunteering (*M = 2.93, SD = 0.87*), and community collaboration (*M = 2.74, SD = 0.92*). Students’ learning behavior also registered a high level (*M = 3.53, SD = 0.88*). Academic performance, as measured by the students’ GWA, showed moderate variation (*M = 89.76, SD = 3.55*). Pearson correlation analysis indicated no significant relationships between parental involvement and academic performance (*r = 0.131, P = 0.211*), parental involvement and learning behavior (*r = 0.157, P = 0.134*), and learning behavior and academic performance (*r = 0.195, P = 0.059*).  **Conclusion:** Grade 12 students exhibited generally high levels of parental involvement and learning behavior. However, these factors did not show statistically significant correlations with academic performance. The findings suggest that while parental involvement and learning behavior are present, they may not directly influence academic success in this context. |

***Keywords:*** *Academic Performance, Learning Behavior, Parental Involvement, decision-making*

**1. INTRODUCTION**

Parents play a significant role in every student’s academic success. They must support their children’s learning process, from helping with homework to encouraging a positive attitude toward school, which can significantly impact the student's confidence and performance. As education evolves toward a broader vision of 21st-century learning, the importance of parental engagement becomes even more pronounced (Shikwaya et al., 2024). Parental involvement refers to the amount of participation a parent has when it comes to the schooling of his/her children. Bartolome (2017) stated that parents play a central role in shaping a child's educational experience and overall development. Parents are often viewed as the cornerstone of a child's social world, influencing their attitudes, behaviors, and academic success.

According to Musengamana (2023), parental involvement often seems to have various effects towards the role on influencing students' learning behavior and significantly impacts their academic performance by providing direct academic help, emotional support, and consistent communication with teachers, parents who actively participate in their child's education create an environment that increases the child's motivation and engagement with learning. As a result, students often show improved study habits, greater self-confidence, and a more positive attitude toward school (Alharthi, 2022). Utami (2024) states that better academic results, such as increased test scores and grades, better attendance, and fewer behavioral problems, are influenced by these factors. However, obstacles like time restraints, financial difficulties, and cultural differences can affect the involvement of parents (Thavrith, 2021). Overall, when parents are actively involved in their child's education, it leads to a supportive learning environment that significantly boosts students' academic success (Utami, 2022).

It has been observed that parental involvement significantly influences students' learning behavior and academic performance. Parental involvement not only improves academic performance but also positively affects the students’ behavior and attendance. Authoritative parenting tends to better school performance (GPA) and school engagement of adolescents; these parents also influence their children through their direct involvement in school activities, such as attending parent-teacher meetings, helping with homework, and setting and maintaining high-performance standards (Hayek, 2022). Therefore, the researchers are inspired to conduct this study by identifying how parental involvement impacts the student’s learning behavior and academic performance. This includes examining what is the importance of parental involvement of parents in students’ education, critically evaluating information, and assessing students on how to involve their parents in their education; the researchers hope to create a comprehensive picture of their readiness to navigate the complexities of parental involvement in education.

A number of studies have examined the role of parental involvement on students’ learning behavior and its effect on academic performance, including "The Influence of Parental Participation in the Learning Process on Elementary School Students' Academic Achievement" by Wildom (2024), "Parental Involvement in Curricular Performance of Students at Risk," by Dungca (2024). The Effects of Parental Involvement on Student Academic Success by Sharma (2024). Although these studies have investigated parental involvement, learning behavior, and their effects on academic performance, however, it is explored in Indonesia. The researchers noted a lack of literature on this topic in Malaybalay City, Bukidnon, specifically in San Isidro College. This lack of research limits our understanding of how local cultural and socio-economic factors in Bukidnon may influence the relationship between parental involvement and academic performance, highlighting a need for focused investigations in this region. Therefore, this research aims to fill the gap and provide relevant insights into parental involvement, learning behavior, and academic performance for students that previous studies are unable to address.

1. What is the level of involvement among parents of Grade 12 Students in terms of:

1.1 Parenting

1.2 Communicating with their child, teachers, and the school

1.3 Volunteering during school activities

1.4 Decision Making

1.5 Collaborating with Community

2. How do the students assess their learning behavior?

3. What is the level of students’ academic performance?

4. Is there a significant relationship between parental involvement, students’ learning behavior, and their academic performance?

The findings of this study can provide valuable insights into how parents, educators, and school administrators can support students in cultivating effective learning behaviors that contribute to better academic performance. While several studies have explored the effects of parental involvement on student outcomes, there remains a lack of research specifically examining how the different dimensions of parental involvement, such as parenting, communication, volunteering, decision-making, and community collaboration, interact with students’ learning behavior and academic achievement, particularly among Grade 12 students in the Philippine context. This study aimed to address that gap by analyzing how parental involvement influences learning behavior and academic performance, offering a localized perspective that can inform future educational strategies and interventions.

### 1.1 HYPOTHESIS

**HO₁:** There is no significant relationship between parental involvement, students' learning behavior, and their academic performance.

This hypothesis guided the investigation into whether the different dimensions of parental involvement, namely parenting, communication, volunteering, decision-making, and collaboration with the community, are significantly related to the learning behaviors and academic outcomes of Grade 12 students at San Isidro College.

### 1.2 SCOPE AND DELIMITATION OF THE STUDY

This study focused on examining the relationship between parental involvement, students’ learning behavior, and academic performance among Grade 12 students enrolled at San Isidro College during the academic year 2024–2025. From a total population of 129 Grade 12 students, 97 participants were selected using Cochran’s Sample Size Formula and proportionate stratified random sampling to ensure adequate representation across academic strands.

The research was conducted over a seven-month timeframe at San Isidro College, Impalambong, Malaybalay City, Bukidnon. To ensure the validity and reliability of the research instrument, a pilot test involving 33 non-participating Grade 12 students was first administered. To maintain data integrity, these students were excluded from the main data gathering.

A quantitative method utilizing a descriptive-correlational design was employed to explore the relationships among the variables. Data were collected using a researcher-made Likert-scale questionnaire composed of three major components: the level of parental involvement (covering parenting, communication, volunteering, decision-making, and community collaboration), the student's learning behavior, and their academic performance as measured through their first-semester Grade Weighted Average (GWA).

Descriptive statistics such as mean, frequency, percentage, and standard deviation were used to describe the levels of each variable. Meanwhile, the Pearson Product-Moment Correlation Coefficient *(r*) was applied to determine the strength and significance of the relationships among parental involvement, learning behavior, and academic performance.

The study is delimited to students enrolled in Grade 12 only, and the results may not be generalized to other grade levels or institutions. Moreover, it is limited to quantitative measures, not accounting for qualitative factors such as personal student experiences, home environment, or teacher support, which may also influence academic performance.

**2. material and methods**

This study utilized a descriptive-correlational research design to explore the role of parental involvement in shaping the learning behavior of Grade 12 students and its effect on their academic performance. The research was conducted at San Isidro College Integrated Basic Education in Malaybalay City, Bukidnon, during the first semester of the academic year 2024–2025. The design was appropriate for measuring naturally occurring variables and examining the relationships between them without manipulation.

A total of 129 Grade 12 students were enrolled during the study period, from which 97 students were selected through purposive sampling based on their willingness to participate and the availability of parental support. The primary data collection tool was a validated survey questionnaire which consisted of three main parts: (1) parental involvement, (2) learning behavior, and (3) academic performance.

The parental involvement section of the instrument covered five dimensions: parenting, communication, volunteering, decision-making, and collaboration with the community. Each item was scored using a five-point Likert scale. Learning behavior was assessed through statements addressing students’ motivation, time management, study habits, and classroom engagement. Academic performance was determined based on students’ self-reported General Weighted Average (GWA) from the previous semester.

The instrument underwent expert validation and reliability testing. Cronbach’s alpha values for the subscales indicated strong internal consistency: parental involvement (α = 0.891), learning behavior (α = 0.862), and academic performance (α = 0.854).

Ethical considerations were strictly observed. Informed consent was obtained from all participants and their guardians. Anonymity and confidentiality were maintained throughout the study, and participation was entirely voluntary.

Data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics (mean and standard deviation) were computed to describe the level of parental involvement and learning behavior. Pearson correlation was employed to assess the relationships among parental involvement, learning behavior, and academic performance. Additionally, multiple regression analysis was conducted to identify significant predictors of educational outcomes.

**3. results and discussion**

**3.1 Grade 12 Students’ Level of Parental Involvement**

**Table 1. Frequency, Percentage, and Mean Distribution of the Extent of Parental Involvement as Perceived by the Participants (Parenting)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Parenting** | **Mean** | **Standard Deviation** | **Interpretation** |
| 1. My parent(s) encourage me to participate in school activities. | 4.04 | 0.865 | High |
| 2. My parent(s) help me with my homework. | 2.42 | 1.029 | Moderate-Low |
| 3. My parent(s) check in on my mental well-being regarding school. | 3.22 | 1.129 | Moderate-High |
| 4. My parent(s) celebrate my achievements in school. | 3.67 | 1.188 | High |
| 5. My parent(s) remind me to stay organized with my assignments. | 3.40 | 1.057 | High |
| 6. My parent(s) help me set academic goals. | 3.72 | 0.976 | High |
| 7. My parent(s) support my choice of extracurricular activities. | 3.90 | 1.026 | High |
| 8. My patent(s) provides me school supplies | 4.42 | 0.801 | High |
| 9. My parents attend my school events. | 3.29 | 1.108 | High |
| 10. My parent(s) help me manage my time to balance school and other activities. | 3.19 | 0.982 | Moderate-High |
| 11. My parent(s) remind me to take breaks during study sessions to avoid burnout. | 3.19 | 1.130 | Moderate-High |
| 12. My parent(s) help me review for tests and quizzes to ensure I’m well-prepared. | 2.59 | 1.152 | Moderate-High |
| 13. My parent(s) support me in finding the right resources when I need extra help with a subject. | 3.18 | 1.051 | Moderate-High |
| 14. My parent(s) help me stay focused during study time by limiting distractions. | 3.12 | 1.092 | Moderate-High |
| 15. My parent(s) regularly check in on how I’m managing my school assignments and workload. | 3.19 | 1.074 | Moderate-High |
| **OVERALL MEAN 3.37** | | **0.105** | **High** |

*\*Students level of Parenting*

Table 1 presents the overall mean score of parental involvement in parenting, which is 3.37, indicating a "high" level of involvement and highlighting its significant influence on students' academic outcomes at San Isidro College. The highest-rated aspects of parental involvement include providing school supplies (4.42), encouraging participation in school activities (4.04), and supporting extracurricular choices (3.90). However, some aspects scored lower, such as helping with homework (2.42), limiting distractions during study time (3.12), and assisting in finding academic resources (3.18). Research supports the role of parental involvement in student success. Hayek et al. (2022) emphasized that academic support, emotional encouragement, and communication with teachers positively impact Oranga et al. (2023) found that authoritative parenting enhances school engagement, while Papadakis et al. (2020) highlighted the link between active parental decision-making and increased student motivation. Lastly, stressed that parental engagement strengthens students' social and emotional development, further reinforcing their academic success.

**Table 2. Frequency, Percentage, and Mean Distribution of the Extent of Parental Involvement as Perceived by the Participants (Communicating)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Communicating** | **Mean** | **Standard Deviation** | **Interpretation** |
| 1. My parent(s) ask me about my day at school. | 3.50 | 1.188 | High |
| 2. My parent(s) share their own experiences with me to help me learn. | 3.76 | 1.023 | High |
| 3. My parent(s) ask me about my academic goals or future plans. | 4.05 | 0.966 | High |
| 4. My parent(s) encourage me to share my opinions and thoughts. | 3.59 | 1.022 | High |
| 5. My parent(s) listen to my ideas and respect my opinions. | 3.41 | 1.052 | High |
| 6. When I express concerns, my parent(s) take them seriously. | 3.48 | 1.105 | High |
| 7. I feel comfortable telling my parent(s) about challenges I face at school. | 3.35 | 1.133 | High |
| 8. My parent(s) often encourage me to ask questions about my education. | 3.39 | 0.966 | High |
| 9. My parent(s) ask about my friends and social life at school, helping me balance academics and relationships. | 3.49 | 1.105 | High |
| 10. My parent(s) offer advice when I’m uncertain about making important academic decisions. | 3.78 | 0.943 | High |
| 11. My parent(s) encourage me to take on new challenges and try new things in school. | 3.57 | 0.992 | High |
| 12. My parent(s) regularly ask me how I’m managing school stress and offer ways to cope. | 3.27 | 1.081 | High |
| 13. My parent(s) remind me to take care of myself, including eating well and getting enough sleep for school. | 3.77 | 1.071 | High |
| 14. My parent(s) ask if I need any help preparing for exams and offer to quiz me. | 2.75 | 1.086 | Moderate-High |
| 15. My parent(s) encourage me to get involved in class discussions and express myself confidently. | 3.36 | 1.077 | High |
| **OVERALL MEAN** | **3.50** | **0.069** | **High** |

*\*Students level of Communicating*

Table 2 presents the overall mean score of parental involvement in communicating, which is 3.50, indicating a "high" level of involvement and demonstrating its significant impact on students' academic outcomes at San Isidro College. The highest-rated aspects include parents asking about their children's academic goals or future plans (4.05), offering advice when children are uncertain about important academic decisions (3.78), and reminding children to take care of themselves, such as eating well and getting enough sleep for school (3.77). However, lower scores were observed in parents asking if their children need help preparing for exams and offering to quiz them (2.75), regularly checking on how their children manage school stress and offering coping strategies (3.27), and students feeling comfortable discussing school-related challenges with their parents (3.35).T hese findings align with previous research emphasizing the importance of parent-child communication. Bartolome et al. (2020) found that open communication between parents and educators enhances students’ academic awareness and fosters a supportive learning environment. Seabra et al. (2021) highlighted that frequent parent-child discussions strengthen students’ motivation and school engagement. Additionally, Sharma (2024) noted that consistent parental communication about school-related concerns leads to improved academic performance and social skills. Lastly, Sandoval et al. (2021) emphasized that strong parental involvement in communication positively impacts students’ emotional well-being and helps reduce school-related stress.

**Table 3. Frequency, Percentage, and Mean Distribution of the Extent of Parental Involvement as Perceived by the Participants (Volunteering)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Volunteering** | **Mean** | **Standard Deviation** | **Interpretation** |
| 1. My parent(s) actively participate in school events and activities. | 2.87 | 1.086 | Moderate-High |
| 2. My parent(s) help organize fundraising events for my school. | 2.80 | 0.996 | Moderate-High |
| 3. I feel supported by my parent(s) when they volunteer at school. | 3.37 | 0.950 | Moderate-High |
| 4. My parent(s) attend meetings related to school volunteer opportunities. | 3.10 | 0.941 | Moderate-High |
| 5. My parent(s) help with classroom activities or projects. | 3.05 | 0.993 | Moderate-High |
| 6. My parent/parents volunteer to assist with school trips or outings. | 3.01 | 0.984 | Moderate-High |
| 7. My parent(s)' volunteering helps create a positive school environment. | 3.20 | 0.964 | Moderate-High |
| 8. I feel more connected to my school because of my parent(s)' involvement. | 3.08 | 1.007 | Moderate-High |
| 9. My parent(s) contribute their time and effort to make school events more successful. | 2.92 | 0.997 | Moderate-High |
| 10. My parent(s) are always willing to help organize school fundraisers. | 2.87 | 0.931 | Moderate-High |
| 11. My parent(s) volunteer to supervise school trips, ensuring everything runs smoothly and safely. | 2.75 | 1.041 | Moderate-High |
| 12. My parent(s) volunteer to help with after-school programs, providing additional support for students. | 2.73 | 1.005 | Moderate-High |
| 13. My parent(s) participate in school committees, contributing their ideas and perspectives. | 2.74 | 1.073 | Moderate-High |
| 14. My parent(s) assist with setting up and decorating for school events. | 2.56 | 1.050 | Moderate-High |
| 15. My parent(s) are actively involved/ volunteer in school governance by attending board or PTA | 2.87 | 1.086 | Moderate-High |
| **OVERALL MEAN** | **2.93** | **0.051** | **Moderate-High** |

*\*Students level of Volunteering*

Table 3 presents the overall mean score of parental involvement in volunteering, which is 2.93, indicating a "moderate-high" level of involvement and suggesting a moderately high influence on students' academic outcomes at San Isidro College. The highest-rated aspects include students feeling supported when their parents volunteer at school (3.37), parental volunteering contributing to a positive school environment (3.20), and parents attending meetings related to school volunteer opportunities (3.10). However, lower scores were observed in parents volunteering to help with after-school programs (2.73), participating in school committees and contributing their ideas (2.74), and assisting with setting up and decorating for school events (2.56). These findings are consistent with previous studies on parental volunteering. Utami (2022) emphasized that parental involvement in school activities fosters a stronger school community and enhances student engagement. Durisic (2017) highlighted that active parental participation in school-related events helps students develop a greater sense of belonging and motivation to succeed. Furthermore, Youth.gov (2021) noted that parental involvement in volunteer activities not only benefits students academically but also supports their emotional well-being by creating a positive and encouraging school environment. Lastly, Guntert et al. (2022) found that students whose parents regularly volunteer at school tend to perform better academically due to increased parental presence and support.

**Table 4. Frequency, Percentage, and Mean Distribution of the Extent of Parental Involvement as Perceived by the Participants (Decision-making)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Volunteering** | **Mean** | **Standard Deviation** | **Interpretation** |
| 1. My parent(s) ask me about my future plans. | 3.97 | 0.883 | High |
| 2. My parent(s) involve me in decisions about my future. | 3.86 | 0.992 | High |
| 3. My parent(s) encourage me to express my thoughts about my career goals. | 3.86 | 0.856 | High |
| 4. My parent(s) discuss the pros and cons of different options with me before making decisions. | 3.83 | 1.040 | High |
| 5. I believe that my parent(s) trust my judgment in decision-making. | 3.99 | 0.932 | High |
| 6. My parent(s) help me set realistic goals for my future. | 3.94 | 0.893 | High |
| 7. My parent(s) respect my choices regarding my future education. | 3.81 | 0.931 | High |
| 8. I feel that my parent(s) provide guidance rather than making decisions for me. | 3.83 | 0.856 | High |
| 9. My parent(s) encourage me to explore various career paths and interests. | 3.93 | 0.884 | High |
| 10. My parent(s) help me identify my strengths and how they relate to my future goals. | 3.76 | 0.786 | High |
| 11. My parent(s) help me weigh the potential outcomes of my choices without pressuring me toward a specific path. | 3.83 | 0.970 | High |
| 12. My parent(s) share their experiences and values to guide me in making important decisionsin my life. | 3.87 | 0.884 | High |
| 13. My parent(s) respect my need for independence in making decisions about my future, while still being available for support. | 3.77 | 0.900 | High |
| 14. My parent(s) helps me understand the importance of aligning my career choices with my values and interests. | 3.83 | 0.854 | High |
| 15. My parent(s) trust me to make decisions about my future, while offering guidance when I seek it. | 3.97 | 0.884 | High |
| **OVERALL MEAN** | **2.93** | **0.051** | **Moderate-High** |

*\*Students level of Volunteering*

Table 4 presents the overall mean score of parental involvement in decision-making, which is 3.87, indicating a "high" level of involvement and demonstrating its significant influence on students' academic outcomes at San Isidro College. The highest-rated aspects include parents trusting their children’s judgment in decision-making (3.99), asking about their future plans (3.97), and trusting their children to make decisions about their future while offering guidance when needed (3.97). However, lower scores were observed in parents helping their children identify strengths related to future goals (3.76), respecting their children's need for independence in decision-making while still providing support (3.77), and respecting their children's choices regarding future education (3.81). These findings align with previous research on parental involvement in decision-making. Issa & Khataibeh (2021) emphasized that parental decision-making significantly influences students’ motivation and future aspirations. Johnson et al. (2021) found that collaborative decision-making between parents and children fosters a sense of agency, leading to greater engagement in learning. Additionally, Zhang (2023) highlighted that when parents involve their children in discussions about education and career planning, students tend to perform better academically and gain confidence in their decision-making abilities. Lastly, Williams et al. (2020) noted that informed and inclusive parental decision-making creates a supportive environment that promotes student success.

**Table 5. Frequency, Percentage, and Mean Distribution of the Extent of Parental Involvement as Perceived by the Participants (Collaborating With Community)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Collaborating With Community** | **Mean** | **Standard Deviation** | **Interpreta**  **tion** |
| 1. My parent(s) participate in community events that support my school. | 2.85 | 1.027 | Moderate-High |
| 2. My parent(s) volunteer for school-related community activities. | 2.70 | 0.953 | Moderate-High |
| 3. My parent(s) collaborate with other parents to support school events. | 3.04 | 1.055 | Moderate-High |
| 4. My parent(s) support initiatives that strengthen the partnership between my school and the community. | 2.85 | 0.864 | Moderate-High |
| 5. My parent(s) participate in fundraising events that benefit my school. | 2.74 | 0.813 | Moderate-High |
| 6. My parent(s) help organize community events that promote educational opportunities. | 2.81 | 0.921 | Moderate-High |
| 7. My parent(s) participate in planning committees for school events and initiatives. | 2.67 | 0.877 | Moderate-High |
| 8. My parent(s) coordinates educational workshops and seminars in the community to help students and families stay informed. | 2.74 | 0.903 | Moderate-High |
| 9. My parent(s) volunteer their time to organize community events that connect students with mentorship and internship opportunities. | 2.59 | 0.797 | Moderate-High |
| 10. My parent(s) participates in organizing career events in our community, which helps students explore future paths. | 2.78 | 0.847 | Moderate-High |
| 11. My parent(s) volunteer for community programs that offer educational support, helping students improve in subjects where they need extra help. | 2.67 | 0.877 | Moderate-High |
| 12. My parent(s) collaborate with other parents to coordinate school fundraisers and community outreach events. | 2.63 | 0.884 | Moderate-High |
| 13. My parent(s) team up with fellow parents to plan and execute school programs that enhance the student experience. | 2.63 | 0.839 | Moderate-High |
| 14. Through their partnership with other parents, my parent(s) help ensure that school events are successful and well-supported. | 2.67 | 0.877 | Moderate-High |
| 15. My parent(s) collaborate with other families to help create educational school events for students and their families. | 2.74 | 0.859 | Moderate-High |
| **OVERALL MEAN** | **2.74** | **0.072** | **Moderate-High** |

*\*Students level of Collaborating With Community*

Table 5 presents the overall mean score of parental involvement in volunteering, which is 2.74, indicating a "moderate-high" level of involvement and suggesting a moderately high influence on students' academic outcomes at San Isidro College. The highest-rated aspects include parents participating in community events that support their children’s school (2.85), collaborating with other parents to support school events (3.04), and supporting initiatives that strengthen the partnership between the school and the community (2.85). However, lower scores were observed in parents collaborating with others to coordinate school fundraisers and community outreach events (2.59), coordinating school fundraisers (2.63), and teaming up with fellow parents to plan and execute school programs that enhance the student experience (2.63). These findings align with previous research on parental involvement in school activities. Sharma (2024) emphasized that while parental involvement fosters a sense of community, it does not always lead to direct academic improvement. Berrocoso et al. (2020) highlighted that the most effective forms of parental engagement involve direct interaction with students' learning rather than participation in school-organized events. Additionally, Oranga et al. (2023) found that while volunteering enhances social cohesion, its impact on academic performance is limited compared to more direct forms of involvement, such as assisting with homework and study guidance.

**3.2 Grade 12 Students’ level of Learning Behavior**

**Table 6. Frequency, Percentage, and Mean Distribution of the Extent of the Participants’ Learning Behavior**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Behavior** | **Mean** | **Standard Deviation** | **Interpretation** |
| 1. I complete my assignments and projects on time. | 3.42 | 0.956 | High |
| 2. I pay attention and stay focused during class lessons. | 3.47 | 0.925 | High |
| 3. I regularly review my notes after classes to reinforce what I learned. | 3.18 | 0.902 | Moderate-High |
| 4. I actively participate in class activities and discussions. | 3.70 | 0.880 | High |
| 5. I make an effort to understand new topics, even if they are difficult. | 3.94 | 0.814 | High |
| 6. I create a study schedule and follow it consistently. | 3.14 | 1.080 | Moderate-High |
| 7. I ask questions when I do not understand something in class. | 3.86 | 0.878 | High |
| 8. I manage my time well and avoid procrastinating on school tasks. | 3.12 | 1.003 | Moderate-High |
| 9. I stay organized with my school materials and notes. | 3.42 | 0.888 | High |
| 10. I take the initiative to find additional resources when I need help with a subject | 3.65 | 0.958 | High |
| 11. I stay calm and persistent when faced with difficult tasks. | 3.63 | 0.846 | High |
| 12. I can easily adapt my study habits based on the feedback I receive. | 3.52 | 0.867 | High |
| 13. I avoid distractions when I am studying or doing homework. | 3.39 | 1.016 | High |
| 14. I regularly set academic goals for myself and work towards achieving them. | 3.69 | 0.870 | High |
| 15. I collaborate effectively with my classmates during group projects. | 3.85 | 0.917 | High |
| **OVERALL MEAN** | **3.53** | **0.071** | **High** |

*\*Students level of Learning Behavior*

Table 6 presents the overall mean score of students' learning behavior, which is 3.53, indicating a "high" level and demonstrating its significant influence on academic outcomes at San Isidro College. The highest-rated aspects include students making an effort to understand new topics, even if they are difficult (3.94), asking questions when they do not understand something in class (3.86), and collaborating effectively with classmates during group projects (3.53). However, lower scores were observed in students managing their time well and avoiding procrastination (3.12), creating and following a study schedule consistently (3.14), and regularly reviewing notes after classes to reinforce learning (3.18). These findings align with prior research on student learning behaviors. Sharma (2024) emphasized that while parental involvement encourages positive study habits, students still struggle with self-discipline and time management. Alharthi (2022) highlighted that although students with engaged parents show higher motivation, their ability to independently structure their learning remains a challenge. Furthermore, Motevalli et al. (2021) stressed that effective study habits, including time management and strategic learning behaviors, are essential for academic success, suggesting that students require additional guidance in developing these skills.

**Table 7. DepEd K to 12 Grading System**

|  |  |  |
| --- | --- | --- |
| **DESCRIPTION** | **GRADING SCALE** | **REMARKS** |
| Outstanding | 90-100 | Passed |
| Very Satisfactory | 85-89 | Passed |
| Satisfactory | 80-84 | Passed |
| Fairly Satisfactory | 75-79 | Passed |
| Did Not Meet Expectations | Below 75 | Failed |

**Table 8. The Level of the Students’ Academic Performance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Performance Level** | **Grade Range** | **Frequency** | **Percentage** |
| Excellent | 90 - 100 | 24 | Very High |
| Very Satisfactory | 85 - 89 | 56 | High |
| Satisfactory | 80 - 84 | 7 | Moderate |
| Fair | 75 - 79 | 10 | Low |
| Poor | Bellow 75 | 0 | Very Low |
| **Total** |  | **97** | **100.0** |

*\*The Level of the Student’s Academic Performance*

The analysis of students' academic performance at San Isidro College reveals a predominantly high level of achievement, with most students falling within the Very Satisfactory (85–89) and Excellent (90–100) categories. Out of 97 students, 24 (24.74%) demonstrated excellent academic performance, while the majority, 56 students (53.73%), achieved very satisfactory results. Meanwhile, 7 students (7.22%) were classified under the Satisfactory (80–84) category, and 10 students (10.31%) fell within the Fair (75–79) category. Notably, no students (0%) were categorized under the Poor (Below 75) category, indicating that all students met at least the minimum academic standards.

These findings suggest that most students at San Isidro College perform well academically, with over 78% achieving either Very Satisfactory or Excellent ratings. This level of performance may be attributed to various factors, including strong parental involvement, effective learning behaviors, and a supportive school environment. However, the presence of students in the Satisfactory and Fair categories indicates that some students may require additional academic support to reach higher performance levels. Overall, the results highlight a generally positive academic standing among students, reflecting their commitment to their studies and the effectiveness of the school’s educational programs.

**Table 9. Relationship between parental involvement, students; learning behavior, and their academic performance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dimensions** | | **Mean** | **r-value** | **p-value** | **Interpreta- tion** |
| Parental Involvement | Academic Performance | 178.55 | 0.17 | 0.09 | not significant |
| Learning Behavior | 52.28 | 0.05 | 0.61 | not significant |

*\*Relationship between Parental Involvement, Learning Behavior, and Academic Perfomance*

Understanding the relationship between parental involvement and learning behavior is crucial in assessing its impact on students’ motivation to learn and academic performance. Learning behavior encompasses the attitudes and habits that shape students’ engagement with education. Positive behaviors, such as perseverance and active participation, contribute to better academic outcomes, while disengagement can hinder success. These behaviors are influenced by factors like motivation, parental involvement, and environmental support, making them essential in determining students’ learning experiences. Table 9 presents the correlation coefficients between parental involvement, learning behavior, and academic performance, reflecting the strength and direction of these relationships. The correlation analysis between parental involvement and academic performance produced a coefficient of *R* = -0.1729, indicating a very weak and statistically insignificant relationship. This suggests that parental involvement does not have a major impact on students’ academic performance, despite its positive role in supporting student learning. Similarly, the correlation analysis between learning behavior and academic performance yielded a coefficient of *R* = 0.053, signifying a weak positive but statistically insignificant relationship. While students with higher learning behavior levels may demonstrate slightly improved academic performance, the findings suggest that learning behavior alone is not enough to significantly enhance academic success. Overall, the results indicate no significant relationship between parental involvement, students’ learning behavior, and their academic performance. While research often suggests that students with involved parents tend to achieve higher academically, have better attendance, and are more likely to pursue higher education (Ashly, 2024), this study challenges those conclusions by failing to establish a strong correlation between these factors.

The findings of this study provide valuable insights into the role of parental involvement in shaping Grade 12 students' learning behavior and its subsequent effect on academic performance. The results indicate that while parental involvement plays a crucial role in fostering positive learning behaviors, its direct impact on overall academic performance remains inconclusive.

The analysis of students’ responses suggests that higher levels of parental involvement are associated with improved learning behaviors, such as increased motivation, better time management, and higher engagement in academic tasks. This aligns with previous studies that emphasize the significance of parental support in fostering a conducive learning environment (Smith & Johnson, 2021). The highest-rated learning behaviors among students include making an effort to understand difficult topics, asking questions in class, and collaborating effectively with peers. These behaviors indicate that students with involved parents tend to be more proactive in their learning process, demonstrating greater confidence and engagement in academic activities.

However, despite the high level of parental involvement observed, its direct correlation with academic performance, measured through students' Grade Weighted Averages (GWA), does not reveal a significant relationship. This finding suggests that while parental involvement fosters better learning habits, other factors, such as individual student effort, teacher effectiveness, and socioeconomic conditions, may play a more decisive role in determining academic success (Omar, 2024). This aligns with studies indicating that parental involvement, while beneficial, may not be the sole determinant of academic achievement (Chen, 2019).

One possible explanation for the lack of a strong correlation between parental involvement and academic performance is the varying nature of parental support. Some parents may offer emotional and motivational support rather than direct academic assistance, leading to improved attitudes toward learning without necessarily translating into higher grades. Additionally, external influences, such as peer interactions, school resources, and personal study habits, may exert a greater impact on students’ academic outcomes (Williams, 2022).

These findings underscore the importance of a balanced approach to parental involvement. While active parental participation enhances students’ learning behavior, schools should also focus on equipping students with independent study skills and fostering a supportive academic environment. Future research may explore the long-term effects of parental involvement on academic achievement and investigate additional variables that mediate this relationship.

Overall, this study highlights the crucial role of parental involvement in shaping students' learning behaviors. However, its direct impact on academic performance requires further investigation. Educators and policymakers should consider integrating strategies that enhance both parental support and student self-efficacy to ensure comprehensive academic development.

**4. Conclusion**

Based on the findings, parental involvement in students' education at San Isidro College is observed to be moderately high, particularly in volunteering and community collaboration. However, statistical analysis revealed no significant correlation between parental involvement, learning behavior, and academic performance. While parental support fosters positive study habits and motivation, it does not directly translate into higher academic achievement. Similarly, learning behavior showed a weak relationship with academic performance, suggesting that factors beyond parental engagement and study habits contribute to students' success. These results emphasize the need for additional strategies, such as enhanced student self-discipline programs and personalized academic interventions, to improve overall performance.

**CONSENT**

All authors confirm that written informed consent was obtained from all participants (or where applicable) prior to their involvement in this study. Participants were fully informed about the nature, purpose, and scope of the research, including how the data would be used and published. They were assured that their participation was voluntary and that they had the right to withdraw at any time without penalty. All personal information has been anonymize to maintain confidentiality and privacy. The consent process followed the ethical standards set by our institution’s research ethics committee. A signed copy of the informed consent is securely stored and is available for review by the Editorial Office, Editor-in-Chief, or members of the Editorial Board upon request.

Informed consent was one of the major bases of the research process. Participants were provided with a consent form indicating their willingness to participate, which they signed. Moreover, before consent, participants were allowed to ask questions and voice concerns about the study.

**Ethical approval**

The official request to authorize the pursuance of conducting this study was presented before the principal of San Isidro College as well as the Head of the IBED Department before the study's initiation. These correspondences detailed the aims and methodologies of the research, appealing for consent to proceed.

To ensure the highest level of ethics, strict procedures were implemented to protect the privacy and confidentiality of all participants. All personal information collected during the research period was kept confidential and was only shared within the group of researchers and their respective advisers involved in the study. In addition, the anonymity of the participants was ensured, and the data they provided was used exclusively for the purpose of this research.

**Disclaimer (Artificial intelligence)**

Option 2:

Author(s) hereby declare that generative AI technologies such as Large Language Models, etc. have been used during the writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology

Details of the AI usage are given below:

1. ChatGPT (Version 4, OpenAI): This AI tool was used during the initial stages of writing the article to help generate ideas, organize key points, and refine the overall structure of the content. It assisted in drafting specific sections, including the introduction and conclusion, and helped clarify complex concepts. I interacted with ChatGPT to refine the language and ensure the logical flow of the arguments in the article.

2. QuillBot (Version 3, QuillBot Inc.): QuillBot was utilized primarily in the middle stages of the writing process, particularly for paraphrasing and rewording sentences to improve clarity and fluency. It assisted in rephrasing complex or repetitive sentences, making the writing more concise and readable.

3. Grammarly (Version 1.0, Grammarly Inc.): Grammarly was used throughout the final stages of writing to check for grammar, punctuation, spelling, and style issues. It provided suggestions for improving sentence structure, ensuring the writing was clear and polished. I used it to review the manuscript after the content was fully drafted, prior to final submission.

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