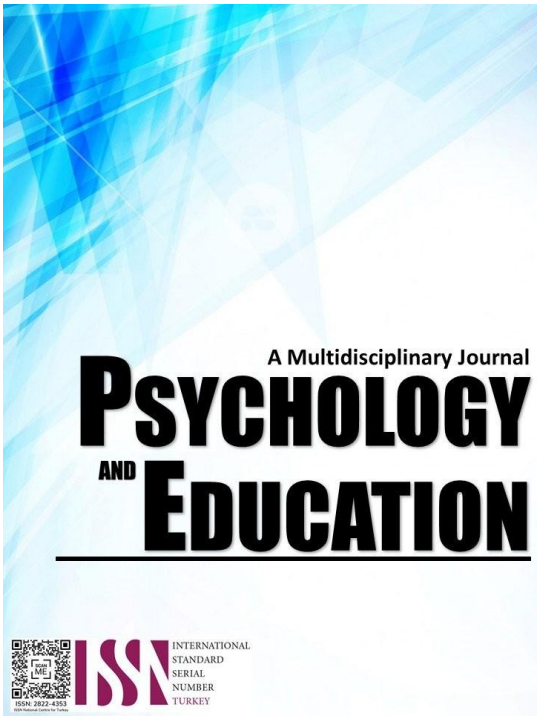
PARENTAL INVOLVEMENT, STUDY HABITS, AND GRADE 1 LEARNERS' READING READINESS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 47
Issue 1
Pages: 32-53
Document ID: 2025PEMJ4539
DOI: 10.70838/pemj.470103
Manuscript Accepted: 06-25-2025

Psych Educ, 2025, **47**(1): 32-53, Document ID:2025PEMJ4539, doi:10.70838/pemj.470103, ISSN 2822-4353

Research Article

Parental Involvement, Study Habits, and Grade 1 Learners' Reading Readiness

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Abstract

This study was conducted to find the relationship between parental involvement and study habits regarding the reading readiness of Grade 1 pupils of the Can-ayan Integrated School Division of Malaybalay City. The findings of this study reveal a significant relationship between parental involvement, learners' study habits, and reading readiness among Grade 1 learners. Most respondents were female, aged between 31 and 40 years, with a monthly income ranging from 5,001.00 to 10,000.00. Results indicated high levels of parental involvement across various components, including academic, motivational, social-emotional, technological, and economic support. Additionally, learners demonstrated strong study habits in exam preparation, homework completion, home reading activities, time management, motivation, and attitude toward learning. Correlation analysis further confirmed a strong positive and significant relationship between these variables and learners' reading readiness, as measured by the Comprehensive Rapid Literacy Assessment (CRLA). These findings emphasize the vital role of both parental engagement and effective study habits in supporting young learners' early literacy development. The study highlights the value of these factors in fostering reading readiness among Grade 1 learners. Based on the findings, the following recommendations are suggested: The Learners may establish specific academic goals, use good time management, and maintain regular routines like test preparation, homework completion, and home reading activities that can help them retain their good attitudes and drive for learning. Teachers should encourage open communication between parents and schools to enhance their children's literacy skills. Schools should continue implementing reading intervention programs and develop tailored instructional strategies for struggling readers. Future Researchers should explore the long-term impact of different parental involvement strategies on learners' academic performance, particularly reading readiness. They should focus on how socioeconomic status influences parental support and student outcomes. Curriculum planners should provide resources that include parental participation in children's learning experiences. Future researchers should also investigate how various kinds of parental participation affect students from multiple socioeconomic backgrounds over time.

Keywords: *parental involvement, study habits, reading readiness, CRLA*

Introduction

Reading is a cornerstone of language acquisition and a fundamental instrument in formal and informal education. It is the ability to interpret or decode written or graphic symbols of language meaningfully, revealing hidden knowledge and enabling individuals to contribute to global culture and civilization.

Given the 2022 PISA results, the Philippines has a significant lag in reading performance compared to other countries. Filipino students scored an average of 347 points in the reading domain, far below the OECD average of 476 points. About 24 percent of the students scored at a basic level in reading, indicating that most pupils struggled with activities like determining key concepts in texts and reflecting on their importance (OECD PISA 2022). These statistics indicate a learning gap of approximately five to six years compared to other countries.

Research has shown that learners' study habits and parental Involvement levels significantly impact children's reading readiness. Children exposed to reading at a young age by their parents at home are more likely to be prepared for formal teaching in basic literacy (Bano et al., 2018; Korosidou et al., 2021). Thus, parents need to be able to participate in their children's activities to transform those actions into stimuli that foster children's literacy development. (Fatonah, 2020) Moreover, it effectively contributes 40.65% to early childhood language skills (Primayana et al., 2022).

In contrast, according to Nakijoba et al. (2024), there was a minimal positive association between parental involvement in reading and their children's growth in literacy skills. Moreover, Students' academic performance is unaffected by their study habits and attitudes. (Tus, 2020).

The low reading performance of the Philippines has been a significant concern of the Department of Education (DepEd). The Department has recognized the importance of reading, has prioritized literacy improvement, and has launched various initiatives to address this issue. DepEd has implemented the "Every Child A Reader Program" to ensure that every Filipino child can read by the end of Grade 3, improve their comprehension skills, and develop their love for reading. (DO No. 70, s. 2011). Thus, the Comprehensive Rapid Literacy Assessment (CRLA) has been implemented for learners in grades 1 to 3 to determine their reading abilities and provide appropriate instruction (DO No. 009, s. 2024).

While prior research has explored the impact of parental Involvement (Kimaro et al., 2015; Sandeep et al., 2017; Ateş, 2021) and study

habits (Ebele et al., 2017; Rabia et al., 2017; Bano et al., 2018; Bartolome, 2019; Tus, 2020) on academic outcomes, there is a need for more specific investigations focused on reading readiness in Grade 1 pupils. The existing literature on this topic has examined the independent effects of Study Habits and parental Involvement. However, this study suggests that further research should focus on how these two factors interact.

This research, therefore, aims to find the relationship between parental involvement and study habits regarding the reading readiness of Grade 1 pupils of Can-ayan Integrated School Division of Malaybalay City. The study's findings will inform educational actions, interventions, and parent education programs aimed at supporting reading and literacy development.

Research Questions

The researchers conducted this study to investigate the relationship between parental involvement and learners' study habits in reading readiness among Grade 1 pupils at Can-ayan Integrated School, Division of Malaybalay City, during the 2023-2024 academic year. Specifically, this study answered the following questions:

1. What is the respondents' profile regarding age, gender, and family Income?
2. What is the level of parental involvement in terms of a. academic support, b. motivational parental support, c. social-emotional parental support, and d. Technological and economic parental support?
3. What is the level of learners' study habits, a. exam preparation, b. Completing homework, c. home reading Activity, d. Time management and Motivational Attitude towards Learning?
4. What are the learners' reading readiness in CRLA?
5. Is there a significant relationship between parental involvement, learners' study habits, and reading readiness?

Methodology

Research Design

The descriptive-correlational research design was adopted for this investigation. It sought to determine the connection between parental Involvement, learners' study habits, and grade 1 learners' reading readiness during the academic year 2023-2024 in Can-ayan Integrated School, Division of Malaybalay City. This research study used a descriptive correlational design to show static images of the relationships among numerous components. Based on the respondents' responses, data on Parental Involvement in terms of Academic Support, Motivational Parental Support, Social-Emotional Parental Support, and Technological & Economical parental Support, and Learners' Stud y habits in terms of Exam Preparation, Completing Homework, Home Reading Activities, Time Management, and Motivational and Attitude Towards Learning, as well as the Grade I Learners Reading Readiness, the CRLA Results as the dependent variable.

Respondents

The study's respondents were the Grade 1 parents of Can-ayan Integrated School Division of Malaybalay City during the school year 2023-2024. Simple Random Sampling was employed for this study's data collection among the Grade 1 parents of Can-ayan Integrated School, Division of Malaybalay City. Every Grade 1 parent using this method had an equal opportunity to be chosen as a study participant, thus providing unbiased representation across the entire population.

This method was chosen because it allowed for the broader applicability of research results while preventing biased selection, thereby obtaining a more accurate statistical representation of the studied group. The researcher read the questionnaire aloud and translated it into the parents' mother tongue to facilitate understanding. This approach was necessary to ensure that all respondents comprehended the questions, which helped improve the accuracy and reliability of the collected data.

Instrument

This study adopted a research instrument and made minor changes to the questionnaire to suit the study. The research instrument was composed of three parts. Part I dealt with the profile of the respondents according to age, gender, and family Income. Part II dealt with Parental Involvement and learners' study habits. Parental involvement comprises the following: Academic Support, Motivational Parental Support, Social-Emotional Parental Support, and Technological and Economic Parental Support. Learners' Study habits are composed of the following: Exam Preparation, Completing Homework, Home Reading Activities, Time Management, and Motivational Attitude Towards Learning. Part III is set to capture the Grade 1 learners' end-of-the-school-year CRLA results in Can-ayan Integrated School of Malaybalay City Division for the school year 2023-2024.

Procedure

The researcher obtained a recommendation letter from the Dean of the Graduate School of VCI, which was presented to the school Division Superintendent of Malaybalay City Division, the District supervisors, and the school Principals for permission to launch the questionnaire in Can-ayan Integrated School. The researcher asked the School Principal and teacher for help since they had direct access to the learners.

Data Analysis

A frequency count was used to determine the profile of the respondents by age, gender, and family income, and to assess parental involvement in terms of academic support, motivational support, social-emotional support, and technological and economic support. The mean and standard deviation were utilized for the learner's study habits: Exam Preparation, Completing Homework, Home Reading Activities, Time Management, and Motivational Attitude Towards Learning. Frequency counts and percentages were applied to determine the Grade 1 learners' end-of-the-school-year CRLA results.

Moreover, to find out if there is a significant relationship between the level of parental Involvement by Grade 1 learners in terms of Academic Support, Motivational Parental Support, Social-Emotional Parental Support, and Technological and Economical parental Support, and the level of Learners' Study habits in terms of Exam Preparation, Completing Homework, Home Reading Activities, Time Management, and Motivational and Attitude Towards Learning, and Grade 1 learners Reading Readiness in the context of CRLA Results, the person product moment correlation was employed. Furthermore, to ensure a significant difference in the level of Parental Involvement and learners' study habits when grouped according to Age, Gender, and Family Income, an Analysis of Variance (ANOVA) and an independent t-test were utilized.

Results and Discussion

This chapter provides an analysis and evaluation of the data collected from respondents. It covers the respondents' profiles in terms of age, gender, and family income. It includes the level of parental involvement in terms of academic support, motivational parental support, social-emotional parental support, and technological and economic parental support. It also includes the level of learners' study habits in terms of exam preparation, completing homework, home reading activity, time management, and motivational attitude towards learning.

The study also included learners' reading readiness in the context of CRLA and tested the significant relationship between parental involvement, study habits, and learners' reading readiness.

Table 1 displays the respondents' demographic profile in terms of age. It shows the age groups, frequency (f), and percentage (%).

Table 1. *Demographic Profile of the Respondents in Terms of Age.*

Age	*F*	*%*
20 – 30 Years Old	24	24.0%
31 – 40 Years Old	39	39.0%
41 – 50 Years Old	30	30%
51 – 60 Years Old	2	2.0%
61 – 70 Years Old	4	4.0%
Above 70 Years Old	1	1.0%
Total	100	100%

Table 1 presents the demographic profile of the respondents in terms of age. The largest group of respondents, at 39% with a frequency of 39, falls within the 31–40 Years Old age range, followed by 30% with a frequency of 30 in the 41–50 Years Old age range. 24% with a frequency of 24, the respondents fall within the 20 – 30 Years Old category, while 4% with a frequency of 4 are in the 61 – 70 Years Old range. A tiny portion of respondents are in the older age categories, with 2% with a frequency of 2, between 51 – 60 Years Old, and only 1% with a frequency of 1 over 70 Years Old. This distribution shows that most respondents are in their 30s and 40s, indicating a relatively mature population.

According to Yusnani et al. (2023), the predominance of participants in the 31–40 and 41–50 age brackets suggests a sample composed mainly of well-established individuals in their careers and personal lives, bringing considerable practical experience and a nuanced understanding of the subject matter. This contrasts with Henderson et al. (2010), with samples skewed toward younger demographics, whose viewpoints may be more shaped by academic learning or limited real-world exposure. The inclusion of a smaller segment of respondents aged 20–30 introduces a valuable perspective from individuals early in their professional journeys, potentially offering insights into emerging trends or evolving attitudes within the field (Wang et al., 2022). However, the limited representation of participants aged 51–60, 61–70, and above indicates a gap in capturing the perspectives of more seasoned professionals or retirees, whose experiences could provide historical context or long-term insights.

Table 2 presents the demographic profile of the respondents by gender, including sex, frequency (f), and percentage (%).

Table 2. *Demographic Profile of the Respondents in Terms of Gender*.

Sex	*F*	*%*
Male	22	22.0
Female	78	78.0
Total	100	100%

Table 2 presents the demographic profile of the respondents by gender. Among the respondents, 22%, with a frequency of 22, are male, while 78%, with a frequency of 78, are female. The results indicate a higher proportion of female respondents in the sample than male

respondents, with females representing the majority in this demographic.

According to Fagan (1994), parental involvement reveals complex dynamics, with mothers typically assuming a more active role than fathers in children's education and daily care. This pattern is deeply influenced by historical and societal norms that have long positioned women as primary caregivers (Ingold, 2002; Thobejane & Khoza, 2014). Traditional gender roles, where mothers are expected to oversee nurturing and household responsibilities, contribute significantly to their higher levels of involvement in school activities and homework (Doucet, 2020). Recent studies further confirm that mothers are more frequently engaged in daily educational activities, while fathers' involvement, though impactful in specific academic domains, is generally less frequent. These entrenched cultural expectations and symbolic associations continue to shape parental involvement patterns, resulting in a persistent gender imbalance in caregiving and educational support.

Table 3 shows the demographic profile of respondents based on their family income: the family income, frequency (f), and percentage (%).

Table 3. *Demographic Profile of the Respondents in Terms of Family Income*.

Family Income	*F*	*%*
1,000.00 – 5,000.00	38	38.0
5,001.00 – 10,000.00	43	43.0
10,001.00 – 15,000.00	12	12.0
15,001.00 – 20,000.00	6	6.0
20,001.00 – 25,000.00	0	0
25,001 – 30,000.00	1	1.0
Total	100	100.0

Table 3 reveals the respondents' demographic profile regarding family income. Most respondents, 43% with a frequency of 43, have a family income of 5,001.00 – 10,000.00, followed by 38% with a frequency of 38, with a family income between 1,000.00 – 5,000.00. A smaller percentage of respondents have higher family incomes, with 12% with a frequency of 12 in the range of 10,001.00 – 15,000.00, 6% with a frequency of 6 in the range of 15,001.00 – 20,000.00, and 1% with a frequency of 1 in the range of 25,001 – 30,000.00. Notably, no respondents fall within the 20,001.00 – 25,000.00 income bracket. The result suggests that most families in this sample earn lower to moderate incomes, with a significant concentration in the 5,001.00 – 10,000.00 range.

Family income offers valuable insights into the socioeconomic context that shapes individual experiences and opportunities. According to Petitclerc et al. (2017), the concentration of families with lower to moderate incomes suggests that many may face economic constraints, which can significantly influence access to education, healthcare, and other essential resources.

In lower-income families, Parental involvement may be limited by economic hardship, time constraints due to demanding work schedules, and reduced access to information or support resources (Porumbu & Necşoi, 2013). Additionally, research highlights that while parental involvement is highly beneficial for children from low-SES backgrounds, these families often face unique challenges that shape both the form and frequency of their engagement.

Table 4 shows the level of parental participation in terms of academic assistance. It provides the mean, standard deviation, and interpretation.

Table 4. *The Level of Parental Involvement in Terms of Academic Support.*

Indicator	*Mean*	*SD*	*Interpretation*
I monitor my child's regular school attendance.	4.28	1.164	Very High Level
I regularly ask my child about their homework.	4.14	1.083	High Level
I provide a conducive study environment at home	4.07	1.008	High Level
I discuss my child's school day with them.	4.03	1.176	High Level
I help my children with their homework.	4.03	1.159	High Level
I regularly check my child's exercise or Activity books.	3.99	1.337	High Level
I asked about my child's experience with their teachers' teaching method.	3.93	1.157	High Level
I advise my child on how to do their homework.	3.79	0.967	High Level
I review my child's grades, in-class tests, and grading cards every quarter.	3.63	1.261	High Level
I consult with my child's teacher about their academic progress.	3.31	1.261	Moderate Level
Overall	3.92	0.830	High Level

Legend: *5 (4.21–5.00) – Always, Very High Level; 4 (3.41–4.20) – Often, High Level; 3 (2.61–3.40) – Sometimes, Moderate Level; 2 (1.81–2.60) – Rarely, Low Level; 1 (1.00–1.80) – Never, Very Low Level.*

Table 4 reveals the level of parental involvement in terms of academic support. The indicator with the highest mean is " I monitor my child's regular school attendance," with a mean of 4.28 and SD of 1.164, which falls under a very high level of involvement. The result suggests that parents emphasize ensuring their child's consistent school attendance, a crucial factor in academic success.

On the other hand, the indicator with the lowest mean is " I consult with my child's teacher about their academic progress," with a mean score of 3.31 and SD of 1.261, which indicates a moderate level of involvement. This finding implies that while parents are actively

engaged in their child's education at home, they may not frequently reach out to teachers for progress updates, which could be an area for improvement in fostering better communication between parents and educators.

Other indicators reflect a high level of parental involvement, such as " I regularly ask my child about their homework." With a mean score of 4.14, SD 1.083, " I provide a conducive study environment at home," a mean score of 4.07, SD 1.008, and " I discuss my child's school day with them," a mean score of 4.03, SD 1.176. These suggest that parents actively support their child's learning process by checking on schoolwork, providing study environments, and engaging in discussions about school experiences.

Overall, parental involvement in academic support is high, with a mean score of 3.92 and an SD of 0.830, indicating that most parents are engaged in their children's education.

This result, supported by Shahzad et al. (2020), investigated how parental support influences student academic achievements. The research demonstrated how parents who support their children maintain monitoring abilities to help students in educational matters. Regular monitoring, frequent interactions with the children, and thorough oversight of all school and class-related concerns enhance the child's academic achievement.

Similarly, Denney et al. (2010) established that parents engage in educational activities with their children because parental involvement shapes their children's academic results. Children achieve holistic development with higher motivation and better academic results, specifically in reading, when their parents enthusiastically participate in their education and learning process. Early literacy experiences in natural environments, such as the home, offer engaging educational opportunities and encourage parents and caregivers to become more involved partners with early childhood educators in their child's literacy development.

When parents demonstrate positive educational attitudes toward their child's education with the teacher and school, it leads to better academic achievement (Topor et al., 2010). The two main pathways in which this influence operates include helping children view themselves as more cognitively proficient and building better student-teacher relationships (Topor et al., 2010). Parents who show education-mindedness and value educational pursuits in their children develop beliefs that promote academics through increased student motivation and self-belief (Sam et al., 2021). Parents show different extents of involvement in their children's educational path, from school-based activities to home-based motivational support. Children rely on their parents for various roles, especially during present and future educational periods (Sam et al., 2021).

Table 5 illustrates the level of parental involvement in motivational parental support. It displays the mean, standard deviation, and interpretation.

Table 5. *Level of Parental Involvement in Terms of Motivational Parental Support.*

Indicator	*Mean*	*SD*	*Interpretation*
I encourage my child to work harder in school.	4.57	0.967	Very High Level
I support my child in following school discipline.	4.54	0.937	Very High Level
I talk to my child about her/his future schooling.	4.49	0.823	Very High Level
I set high expectations for my child's academic achievement.	4.44	0.967	Very High Level
I monitor my child's television viewing habits, cellphone use, and other gadgets.	4.20	1.110	Very High Level
I am strict about my child's sleeping time.	4.15	1.095	High Level
I communicate with my children's teachers about their academic progress	4.10	1.078	High Level
I attend school meetings and conferences related to my child's education.	4.00	1.101	High Level
I help my child plan and organize his/her schoolwork.	3.91	1.215	High Level
I encourage my child to achieve good academic results.	3.91	1.129	High Level
Overall	4.23	0.705	Very High Level

Legend: *5 (4.21–5.00) – Always, Very High Level; 4 (3.41–4.20) – Often, High Level; 3 (2.61–3.40) – Sometimes, Moderate Level; 2 (1.81–2.60) – Rarely, Low Level; 1 (1.00–1.80) – Never, Very Low Level.*

Table 5 presents the level of parental involvement in motivational parental support. The indicator with the highest mean is "I encourage my child to work harder in school," with a mean score of 4.57 and SD of 0.967; this indicates a very high level of support. It shows that parents strongly emphasize motivating their children to exert effort in their studies, which can significantly contribute to academic success.

In contrast, the indicators exhibiting the lowest average scores are " I help my child plan and organize his/her schoolwork." With a mean score of 3.91 and SD of 1.215, and " I encourage my child to achieve good academic results." With a mean score of 3.91 and an SD of 1.129, both of which fall under a high level of involvement. The result implies that while parents are generally supportive, they may provide less hands-on assistance in organizing schoolwork and communicating directly with teachers, indicating areas for improvement in their engagement.

Other indicators that show a very high level of parental involvement include " I support my child in following school discipline" with a mean score of 4.54, SD 0.937, " I talk to my child about her/his future schooling. " Mean score of 4.49, SD 0.823, and " I set high expectations for my child's academic achievement " Mean score of 4.44, SD 0.967. These findings underscore the importance of parents in shaping their children's behavior, aspirations, and academic motivation.

Overall, motivational parental support is very high, with a mean score of 4.23 and an SD of 0.705. These results suggest that most parents are highly engaged in encouraging their children to succeed academically, reinforcing discipline, and setting high expectations.

The study by Fadilah and Marjohan (2021) supported the findings that family support motivates pupils to learn. A massive connection existed between parents' motivation and their children's accomplishments. Therefore, parents' motivation substantially impacts their children's academic performance (Brillante et al., 2024). Moreover, motivation positively affects student learning outcomes, while parental support considerably moderates this impact, according to Bektiarso et al. (2024).

Parents push their children toward academic improvement because they recognize the school's worth and actively teach students to maintain high work standards. A wide range of positive school outcomes develops when parents participate. This involvement leads students toward greater achievement measures while building essential skills, including learning initiative, personal control over academic results, and self-regulatory abilities (Gonzalez, 2002). The significant support of school discipline demonstrates parental dedication to maintaining child adherence to school norms, which leads to improved academic results and better behaviors (Bruce & Attom, 2021).

However, Parental help with schoolwork planning and arrangements, as well as teacher communication, indicates that more work is needed for improvement (Boonk et al., 2018). The data suggests that parents should intensify their daily academic communication and support for children's studies by creating efficient study routines alongside maintaining regular dialogues with teachers. The research demonstrates that parents and teachers who offer more encouragement and support tend to produce students with lower math anxiety scores (Bautista, 2023).

Enhanced parental engagement in these areas will improve their students' academic results. School performance improves when parents assist students with homework assignments and projects or arrange education support sessions to prepare students for examinations (Tartaro, 2023). Parents must establish and create stronger relationships with schools to effectively diminish student stress during educational periods (Tartaro, 2023).

The collaboration between parents and educators needs to strengthen their work together to support student education throughout both present and future times (Sam et al., 2021). Students achieve better learning outcomes through successful collaboration between parents and schools (Oranga et al., 2023). A combined effort between families, communities, and schools creates stronger student academic performance, improved attendance, longer school enrollment, and more advanced academic program selection (Topor et al., 2010).

Active parental involvement in education emphasizes academic success for students and helps them develop a sense of responsibility toward their learning and schoolwork. The matching of parental expectations with school disciplinary practices produces a unified atmosphere that supports good conduct and academic performance. Mahuro and Hungi (2016) state that maximum educational benefits depend on students' parental backing. Parents involved in their offspring's school journey can strengthen academic robustness and develop student responsibility while building accountability. Parental participation is essential in child development, as positive parenting methods help children succeed through personality growth, educational progress, and academic excellence (Ahmed et al., 2019). Partnership between families and schools is essential to developing secure learning environments and respectful practices that yield better academic results (Eden et al., 2024).

Education and social care duties for children belong to parents and educational institutions under a mutual responsibility partnership, according to Cole (2017). Schools need to develop initiatives that foster active parent participation in school events. Educational policies and interventions must consider this influential factor more wisely in their target approach to student success (Porumbu & Necşoi, 2013). Schools must reevaluate their policies on parent involvement while building an educational model that establishes co-determination between teachers and families about child success (Porumbu & Necşoi, 2013).

Parents' active participation, Fatonah (2020), and implementing parental-school collaboration through meetings, information dissemination, parent-coordinator establishment, and parent-teacher communication are essential to foster children's literacy. Research has revealed that parental involvement in their children's educational activities creates high academic performance in students. Three basic strategies enable students to become more engaged in their schoolwork: when parents assist with homework assignments, when they participate in extracurricular groups, and when teachers communicate with them regularly.

One of the essential types of involvement parents can have in their children's education is linked to better educational achievements, more frequent school attendance, and higher involvement in advanced learning programs. Children experience better school attitudes with more parental involvement, along with improved academic motivation (Utami, 2022).

Table 6 shows the level of parental involvement in social-emotional parental support, including the mean, standard deviation, and interpretation.

Table 6 shows the level of parental involvement in social-emotional parental support. The indicator with the highest mean is " I actively participate in PTA meetings, Homeroom Meetings, and other school-related activities." With a mean score of 4.33, SD 0.954, which falls under a very high level of involvement. These findings suggest that parents actively engage in school-related activities, demonstrating their commitment to their child's education through school meetings and programs.

Table 6. *Level of Parental Involvement in Terms of Social-Emotional Parental Support.*

Indicator	*Mean*	*SD*	*Interpretation*
I actively participate in PTA meetings, Homeroom Meetings, and other school-related activities.	4.33	0.954	Very High Level
I help my child deal with stress or anxiety about school.	4.26	1.079	Very High Level
I listen to my children when they have problems with their schoolwork.	4.24	1.006	Very High Level
I celebrate my child's successes in school.	4.19	1.051	High Level
I help my child set goals for themself in school.	4.16	1.161	High Level
I regularly ask my child about what they do at school.	4.15	1.258	High Level
My child often talks to me about their teacher.	4.13	1.079	High Level
I comfort my children when they feel down about school.	4.11	1.171	High Level
I am proud of my child for trying hard in school, even if they do not get the best grades.	3.94	1.144	High Level
My child talks about his/her classmates and how they communicate with them.	3.92	1.116	High Level
Overall	4.14	0.790	High Level

Legend: *5 (4.21–5.00) – Always, Very High Level; 4 (3.41–4.20) – Often, High Level; 3 (2.61–3.40) – Sometimes, Moderate Level; 2 (1.81–2.60) – Rarely, Low Level; 1 (1.00–1.80) – Never, Very Low Level*

The indicator with the lowest mean is " My child talks about his/her classmates and how they communicate with them," with a mean score of 3.92, SD 1.116, interpreted as a high level of involvement. Although parents provide social-emotional support, this slightly lower mean suggests that discussions about peer interactions may not be as frequent as other aspects of parental support.

Other indicators with a very high level of involvement include " I help my child deal with stress or anxiety about school" with a mean score of 4.26, SD 1.079, and " I listen to my child when they have problems with schoolwork" with a mean score of 4.24, SD 1.006. These findings highlight that parents are significantly involved in providing emotional reassurance and encouragement, which is crucial in fostering a child's academic confidence and well-being.

Additionally, several indicators fall under a high level of involvement, such as " I celebrate my child's successes in school" with a mean score of 4.19, SD 1.051, and " I help my child set goals for themselves in school " with a mean score of 4.16, SD 1.161. These indicate that while parents recognize and celebrate their children's achievements, there is slightly less emphasis on actively helping them cope with academic stress.

Overall, social-emotional parental support is high, with a mean score of 4.14 and an SD of 0.790. This result suggests that parents are highly involved in their child's academic journey, providing emotional support, encouragement, and guidance. However, the slightly lower scores in discussing peer relationships and managing school-related stress indicate potential areas where parental engagement could be further enhanced.

Socio-emotional parental support is a crucial element of parental commitment to education, which significantly impacts student motivation for education and their reading perspective. Combining student support with motivation and emotional safety enables children to approach learning activities with determination. The quality of spelling in shared texts revealed the fundamental comprehension of literacy and its purpose that children displayed. Ingold (2002) emphasizes developing this educational knowledge rather than treating it negatively. Parents demonstrate warmth and responsive communication styles, helping children develop their desire to participate in reading and build self-confidence.

The data shows that parents demonstrate their educational commitment by maintaining high attendance at PTA meetings and homeroom sessions (Hassan et al., 2023). The active parent-school partnership through these activities helps build essential connections between home and educational settings for children to develop fully (Han & Hock, 2023). The minimal decline in peer communication discussions highlights a situation where parents must actively start conversations to understand their child's social connections and classmate communication patterns (Sam et al., 2021). Students who enjoy open discussions about classmates with their parents receive essential guidance and support, which helps them develop their social-emotional maturity, according to Engelke et al. (2013). Research shows that emotional reassurance becomes especially important for children because parents display high dedication through school-based comfort and academic support. Academic confidence and resilience develop best when parents provide strong support because it enables students to share vulnerabilities and get guidance from their parents in a secure environment.

Success celebration and academic stress management support demonstrate the comprehensive nature of parental involvement. Celebrating achievements takes priority, while active stress management assistance in academics shows lower importance in this survey. Academic results and psychological health improve when students learn practical tools to manage academic stress and anxiety, according to Aventurado et al. (2024). Students succeed academically when their parents exhibit supportive attitudes toward school education and teachers. The developmental process of children needs parental encouragement through communication, interaction, and support from their parents because this motivates students while developing their character and shaping their attitudes. Educational support from parents leads to children developing increased motivation, self-reliance, and greater self-esteem, which in turn results in academic achievement (Bruce & Attom, 2021).

Young children benefit from socio-emotional help because it reduces the negative impact that economic disadvantages have on their early reading development. Family literacy programs build student educational success while concurrently giving students power, according to Zhang and Bano (2010). When parents provide motivational support together with emotional backing, they enable their

children to develop growth mindsets that teach how work combined with dedication produces the growth of intellect and skills. Student success depends heavily on parental involvement because it leads to better school attitudes, high self-esteem, improved attendance, and longer school attendance, coupled with enhanced academic achievements. The mindset fosters persistence in the face of adversity, supporting children who struggle to read (Sanacore, 2012).

Table 7 shows the level of parental involvement in technological and economic support. It displays the mean, standard deviation, and interpretation.

Table 7. *Level of Parental Involvement in Terms of Technological and Economic Parental Support*.

Indicator	*Mean*	*SD*	*Interpretation*
I support the project in my child's school or classroom.	4.30	1.142	Very High Level
I discuss budgeting and financial responsibility related to school needs with my child.	4.08	1.152	High Level
I limit my children's screen time on weekdays to help them focus on schoolwork.	4.05	1.209	High Level
I provide my child with nutritious snacks at school.	4.00	1.221	High Level
I help my child find a quiet place to study at home.	3.99	1.210	High Level
I provide my child with learning materials such as exercise books, pens, and textbooks.	3.95	1.038	High Level
I discuss appropriate projects with teachers to undertake in my child's school.	3.92	1.125	High Level
I help my child troubleshoot any technical difficulties with schoolwork.	3.70	1.219	High Level
I pay for internet access so my child can do schoolwork online.	3.24	1.577	Moderate Level
I provide my child with laptops or cellular phones for research and communication.	2.69	1.440	Moderate Level
Overall	3.79	0.843	High Level

Legend: *5 (4.21–5.00) – Always, Very High Level; 4 (3.41–4.20) – Often, High Level; 3 (2.61–3.40) – Sometimes, Moderate Level; 2 (1.81–2.60) – Rarely, Low Level; 1 (1.00–1.80) – Never, Very Low Level*

Table 7 reveals the level of parental involvement in terms of technological and economic parental support. The indicator with the highest mean is " I support the project in my child's school or classroom" with a mean score of 4.30, SD 1.142, which falls under a very high level of involvement. These findings suggest that parents strongly support school initiatives through financial contributions or participation in school-related projects, reflecting their commitment to enhancing their child's learning environment.

The indicator with the lowest mean is " I provide my child with a laptop or cellular phone for research and communication," with a mean score of 2.69, SD 1.440, at a moderate level. The findings indicate that while some students receive technological resources from their parents, a significant portion may not have access to personal digital devices for academic purposes. The result could be due to financial constraints or differing parental perceptions regarding the necessity of such tools for learning.

Other indicators with a high level of involvement include " I discuss budgeting and financial responsibility with my child related to school needs " with a mean score of 4.08, SD 1.152, and " I provide my child with my learning materials such as exercise books, pen, textbooks, etc." with a mean score of 4.05, SD 1.209. These findings highlight that parents generally support meeting the financial and material requirements of their child's education.

Additionally, indicators such as " I limit my child's screen time on weekdays to help them focus on schoolwork" with a mean score of 4.00, SD 1.221 and " I help my child find a quiet place to study at home" with a mean score of 3.99, SD 1.210, suggest that parents play an active role in managing their child's study environment. The findings indicate an awareness of the impact of distractions and the importance of providing a conducive space for learning.

Meanwhile, the indicator " I pay for internet access so my child can do schoolwork online" mean score of 3.24, SD 1.577, is also at a moderate level, indicating that while some parents invest in internet access for their child's education, others may face financial limitations or may not prioritize it as essential for schoolwork.

Overall, parental involvement in technological and economic support is high, with a mean score of 3.79, SD 0.843. The results suggest that parents support providing school-related resources and financial assistance, though technological access remains challenging for some students. The findings imply a potential need for additional school or community support programs to ensure all students can access essential learning tools, particularly digital devices and internet connectivity.

The study's outcome of high parental support for school initiatives aligns with existing scholarly works on various parental educational actions (Bruce & Attom, 2021). Parents demonstrate the highest mean scores, indicating their strong backing for school projects, because they show willingness to donate money and time to school-related improvements (Shymansky et al., 2000). Parents tend to get involved to benefit the educational environment and fill gaps that schools cannot meet (Porumbu & Necşoi, 2013). Students experience a technological disconnect because the mid-range provision reveals that not all students have laptops or cellular phones for educational tasks. The learning technology gap between school and high school arises from multiple financial obstacles, parents' varying perspectives on educational technology needs, and insufficient awareness of the advantages of digital education.

Parents provide real-world education assistance through learning material provisions and school financial discussions, supporting their children academically. Through these actions, parents show their dedication to providing students with essential learning materials while teaching them about the educational costs associated with the study. Parents manage the study environment for academic work by minimizing screen usage and creating quiet spaces where students can study, according to Boonk et al. (2018). Rodríguez et al. (2013) found that a supportive family environment supports academic success. Student motivation to use conventional educational

resources depends significantly on how much parents interact with their academic studies, and student interaction, collaboration, and engagement increase when traditional resources are used in group projects and activities (Abatayo et al., 2024).

When children have access to modern technology, including computer devices, instructional programs, and tablets, their reading readiness strengthens considerably. Digital literacy tools accessed by children open multiple reading materials and interactive education environments that boost learning performance and student dedication (Nicolas, 2021). Technology allows students to experience personalized learning by adapting to individual learning styles and speeds so they can develop at their own pace while receiving specific help when needed. Educational performance inequalities receive additional strength because of the digital gap that appears when students possess varying levels of technological access and digital literacy proficiency. The educational advantages of technology become stronger when parents utilize their technological expertise to teach their children how to use educational tools effectively. Parents who possess a favorable perception of technology and apply it to improve their children's education will create educational settings through technology (Xin et al., 2024).

Moneva, Pestano, and Vertulfo (2020) found that parental financial assistance motivated pupils to study.

Table 8 shows the level of learners' study habits in terms of exam preparation. The table displays the mean, standard deviation, and interpretation.

Table 8. *Learners' Study Habits in Terms of Exam Preparation*

Indicator	*Mean*	*SD*	*Interpretation*
My child asks questions if they do not understand something before an exam.	4.27	1.072	Very High Level
My child looks at their notes or books to help them remember things before the exam.	4.00	1.064	High Level
My children feel excited when they think about taking an exam.	4.06	1.062	High Level
My child practices with a friend or family member before the exam.	3.67	1.173	High Level
My child made a list of things to study for their exam.	3.44	1.321	High Level
Overall	3.89	0.876	High Level

Legend: *5 (4.21–5.00) – Always, Very High Level; 4 (3.41–4.20) – Often, High Level; 3 (2.61–3.40) – Sometimes, Moderate Level; 2 (1.81–2.60) – Rarely, Low Level; 1 (1.00–1.80) – Never, Very Low Level*

Table 8 shows the learners' study habits in terms of exam preparation. The indicator with the highest mean is "My child asks questions if they do not understand something before an exam" with a mean score of 4.27, SD 1.072, which is very high. The result suggests that students actively seek clarification and guidance from their parents or teachers, demonstrating a proactive approach to learning and exam preparation.

The indicator with the lowest mean is " My child made a list of things to study for their exam" with a mean score of 3.44, SD 1.321, which is at a high level but lower than other indicators. These findings suggest that while students recognize the importance of organizing their study materials, some may not consistently create structured study plans, potentially affecting their ability to review topics efficiently before an exam.

Other indicators also reflect a high level of exam preparation. For instance, " My child feels excited when they think about taking an exam" with a mean score of 4.06, SD 1.062, suggests that many students have a positive outlook toward exams, which can enhance motivation and reduce test anxiety. Similarly, " My child looks at their notes or books to help them remember things before the exam," with a mean score of 4.00, SD 1.064, indicates that students utilize traditional study methods to reinforce learning. Additionally, " My child practices with a friend or family member before the exam," with a mean score of 3.67, SD 1.173, shows that many learners engage in collaborative studying, which can improve comprehension through discussion and reinforcement of key concepts.

Overall, with a mean score of 3.89 and an SD of 0.876, learners' study habits in terms of exam preparation are at a high level. The result suggests that students generally adopt effective study strategies, such as reviewing notes, seeking help, and practicing with others. However, the relatively lower mean score for making structured study lists highlights a potential area for improvement. Encouraging students to develop more organized study plans may enhance their exam readiness and academic performance.

Academic success requires active student involvement in seeking teacher or parent clarification before exams, according to Arora (2016). Students purposefully seek help from parents or teachers to fill their knowledge gaps since research validates individuals who ask for assistance to master their subjects (Hora & Oleson, 2017). Academic performance improves through social support, as students often turn to educators and family members for help in tackling challenging tasks (Aventurado et al., 2024). Students who receive emotional support from their educators before exams tend to experience lower anxiety and better confidence modulation (May 2009). The lower average score suggests that students are practicing creating study lists, which indicates academic opportunities, as most students effectively utilize beneficial study strategies. However, some lack consistency in planning structured study activities (Abatayo et al., 2024). The erratic approach to structured study may result from insufficient knowledge about its advantages or possibly due to problems related to time management and organizational abilities. Student learning outcomes would benefit measurably through directed exam preparation methods, which include developing a study schedule and outlining concepts (Abatayo et al., 2024). Through interventions focused on teaching students how to organize their tasks and manage their time more effectively, these students will develop better study plans that they can follow.

Apparent excitement about tests indicates positive performance expectations that drive motivation while decreasing anxiety levels,

which leads to academic growth (Abatayo et al., 2024). Students exhibit an emotional response, demonstrating their belief that exams serve both evaluative and formative functions (Luttenberger et al., 2018). Students who bring enthusiasm to their exams will actively participate in their study process and perform well under stressful conditions (Yusefzadeh et al., 2019).

Bhat's (2022) study found that strong study habits considerably improve pupils' academic performance. Good study habits are essential for reaching goals more quickly and efficiently. Proper supervision is crucial for developing effective study habits, leading to faster and wiser learning. Ajai and Shiaki (2020) showed an intense, favorable, high, and substantial association between study habits and student performance. Therefore, educators, parents, guardians, and school management should work together to teach pupils healthy study habits.

Exam preparation substantially depends on learners' study habits because reading readiness is integral to these practices (Hora & Oleson, 2017). Students employ various strategic behaviors and learning techniques to foster academic achievement and learning success, which collectively comprise effective study habits (Abid et al., 2023). These habits are not static; they evolve based on individual learning styles, academic demands, and environmental factors (Arora, 2016). Reading readiness is vital for effective study habits because it describes students' ability to connect with written information through complex mental language skills and motivational variables (Sambayon et al., 2023). A student's reading competency is depressingly low when they have issues with fluency, vocabulary, and reading comprehension (Sambayon et al., 2023).

Table 9 shows the level of learners' study habits in terms of completing homework. The table displays the mean, standard deviation, and interpretation.

Table 9. *Learners' Study Habits in Terms of Completing Homework.*

Indicator	*Mean*	*SD*	*Interpretation*
My child likes to do their homework right after school.	3.95	1.192	High Level
My child asks someone for help if they do not understand their assignment.	3.98	1.172	High Level
My child has a special place where they like to do their homework.	3.65	1.234	High Level
My child finishes their homework on the same day it is given.	3.91	1.232	High Level
My child takes breaks while doing their homework.	3.82	1.167	High Level
Overall	3.86	0.943	High Level

Legend: *5 (4.21–5.00) – Always, Very High Level; 4 (3.41–4.20) – Often, High Level; 3 (2.61–3.40) – Sometimes, Moderate Level; 2 (1.81–2.60) – Rarely, Low Level; 1 (1.00–1.80) – Never, Very Low Level*

Table 9 reveals the learners' study habits in terms of completing homework. The indicator with the highest mean is " My child asks someone for help if they do not understand their assignment " with a mean score of 3.98, SD 1.172, which is at a high level. These findings suggest that students actively seek assistance when encountering difficulties in their assignments, indicating a willingness to clarify concepts and improve their understanding.

The indicator with the lowest mean is "My child has a special place where they like to do their homework" with a mean score of 3.65, SD 1.234, which is also at a high level. The results imply that while most students recognize the importance of having a dedicated study space, some may not consistently use a specific location for homework, potentially affecting concentration and productivity.

Other indicators also show a high level of homework completion habits. For example, " My child likes to do their homework right after school " with a mean score of 3.95, SD 1.192, suggests that many students prefer to complete their assignments promptly, which can help reinforce learning while the material is fresh. Similarly, "My child finishes their homework on the same day it is given," with a mean score of 3.91, SD 1.232, indicates that students generally manage their time well and avoid procrastination. Additionally, "My child takes breaks while doing their homework " with a mean score of 3.82, SD 1.167, reflects that students recognize the importance of rest periods to maintain focus and productivity.

With a mean score of 3.86 and an SD of 0.943, learners' study habits in completing homework are high. The results suggest that students generally exhibit responsible and effective homework practices. However, the relatively lower mean for having a dedicated study space highlights a potential area for improvement. Encouraging students to establish a consistent, distraction-free homework environment may enhance their focus and academic performance. The path toward academic excellence inseparably connects with proper study habits, especially during homework completion tasks that are essential learning components (Hora & Oleson, 2017). Different students conduct their study practices in disparate ways, yet they understand these practices through their influence on educational performance (Arora, 2016).

Student homework completion demonstrates their performance level and commitment to learning new material, directly impacting their understanding and memory retention, according to Iheakanwa et al. (2021). Students need to develop effective study methods that involve managing their time, staying organized, and keeping detailed notes for successful homework completion, as described by Aventurado et al. (2024). Various factors affect homework complexity, while this ongoing public issue continues to be studied (Fan et al., 2016). Homework is a tool that contributes immediately and directly to achievements across different subjects, and this depends on factors such as the subject matter, grade level, assignment type, and amount of Homework (Goldstein, 1960). It is essential to acknowledge that homework's effectiveness is not entirely determined by its quantity, but by the quality of engagement and the student's strategies. Some studies show that students can drive to accomplish activities by external incentives, such as the desire for excellent marks, or by intrinsic motivation, which derives from the satisfaction of overcoming scholastic problems (May 2009).

Homework completion serves as a cornerstone of this process. Students employ multiple approaches when completing homework assignments because their behavior is influenced by various factors, including environmental learning conditions and assistance-seeking patterns (Arora, 2016). The proactive approach to learning emerges by actively requesting help during academic difficulties because it leads to improved understanding and better academic advancement (Bembenutty & White, 2012). Students need environments built by educators that enable them to find mentoring support when they require clarity or understanding (May 2009). Studies show that students experience different levels of concentration while using dedicated study areas since their productivity may vary (Aventurado et al., 2024). According to Spellman et al. (2002), personal habits face multiple influences that combine student cognitive and personality attributes, assignment characteristics, and ecological learning conditions. Creating an environment with controlled distractions and continual focus will improve academic outcomes and student performance, as research by Corno (1986) confirms. Learning success and the development of efficient time management capabilities rely heavily on how much time students spend doing homework.

Table 10 shows the level of learners' study habits in terms of home reading Activity. The table displays the mean, standard deviation, and interpretation.

Table 10. *Learners' Study Habits in Terms of Home Reading Activity.*

Indicator	*Mean*	*SD*	*Interpretation*
My child has an alarm clock to alert him/her to their reading time.	2.86	1.378	Moderate Level
I read stories to my child every night.	3.12	1.409	Moderate Level
I help my child sound out unfamiliar words.	4.12	1.166	High Level
I help my child understand new words.	4.22	1.088	Very High Level
I regularly buy my child new reading materials.	3.10	1.275	Moderate Level
Overall	3.48	0.879	High Level

Legend: *5 (4.21–5.00) – Always, Very High Level; 4 (3.41–4.20) – Often, High Level; 3 (2.61–3.40) – Sometimes, Moderate Level; 2 (1.81–2.60) – Rarely, Low Level; 1 (1.00–1.80) – Never, Very Low Level*

Table 10 illustrates the learners' study habits in terms of home reading activity. The indicator with the highest mean is " I assist my child to understand new words," with a mean score of 4.22, SD 1.088, which is very high. This result suggests that parents play an active role in helping their children expand their vocabulary, which is crucial for language development and reading comprehension.

The indicator with the lowest mean is "My child has an alarm clock to alert him/her to their reading time," with a mean score of 2.86, SD 1.378, at a moderate level. These findings suggest that while some students have a structured reading schedule, others may lack a consistent routine for home reading, which could impact their reading habits and discipline.

Other indicators reflect varying levels of parental involvement in home reading activities. "I help my child sound unfamiliar words " with a mean score of 4.12, SD 1.166, is high, indicating that many parents support their children in decoding new words, an essential skill in early literacy. However, "I read stories to my child every night." With a mean score of 3.12, SD 1.409. "I regularly buy my child new reading materials," with a mean score of 3.10, SD 1.275, reflects a moderate level, suggesting that some parents read at bedtime and provide new books. However, these practices do not occur consistently across all learners.

With a mean score of 3.48, SD 0.879, learners' study habits in the home reading activity are high. The results indicate that parental support is present but could be strengthened, particularly in fostering regular reading habits and ensuring access to diverse reading materials. Encouraging parents to engage more frequently in storytelling and providing additional reading resources may enhance children's home reading activities, which are critical in developing study habits essential for academic performance. In contrast, researchers have extensively studied this impact, according to Gauvain et al. (2000). Students learn new reading methodologies and achieve better academic results through home reading activities when they read books assigned by their parents or chosen independently (Cullinan, 2000).

Motivation and study abilities have a favorable association with academic success (Hora & Oleson, 2017). Moreover, Parental expectations profoundly affect a child's home reading environment, mainly when parents invest time and attention in literacy activities, cultivating a child's motivation to participate in and learn from these endeavors (Romero-González et al., 2023). Studies repeatedly show that better home access to literacy resources provides academic benefits mainly to struggling adolescents (White & Dewitz, 1996). The benefits comprise better reading comprehension as well as higher academic results. Participation in home reading activities promotes autonomous exploration and the cultivation of ideas (Sambayon et al., 2023), reading skills, and interest in literacy activities.

The development of effective study habits in educational learners through home reading activities directly results from parental involvement, according to Sweden (2009). Parents' involvement in explaining new words to their children achieves the highest average score because it shows their critical impact on vocabulary growth, forming a concrete foundation for language development and reading comprehension (Boonk et al., 2018). By actively involving themselves in vocabulary growth, families give their students essential communication and critical thinking abilities that improve text comprehension (Boonk et al., 2018). The lower mean score of "My child has an alarm clock to alert him/her to their reading time" shows there might be a deficiency in developing regular reading patterns for students, thus indicating the importance of developing both self-discipline and time management capabilities to maintain reading consistency (Aventurado et al., 2024).

Research indicates that numerous parents collaborate with students in homework schedule development because parental involvement remains essential to developing strong time management capabilities (Razali et al., 2018). Parents who guide students through planning their study sessions help learners manage their academic workload and build their responsibility skills and discipline (Al-Yami et al., 2021). Their support proves especially advantageous since young learners need help developing their organizational capabilities to manage their commitments independently. Parents' creation of study schedules helps learners distribute enough time for each subject, lowering their need to cram at the last minute while supporting balanced educational learning (Aventurado et al., 2024). Parents' positive engagement in their children's studies extends beyond scheduling tasks. It involves creating suitable study spaces, monitoring academic progress, and providing ongoing support for a successful learning experience with improved academic outcomes. Research shows that children develop healthy character traits and remain motivated through parental communication, which builds necessary connections between themselves and their children (Sam et al., 2021). Research suggests positive parental views about education impact children's academic performance through improved cognitive competence perception (Topor et al., 2010). Students require the right amount of parental support between guidance and independence development because extensive involvement might block their self-reliance and intrinsically driven motivation, according to Bruce and Attom (2021). Students require empowerment to deepen their independence in study practices as parents act as guideposts rather than authoritative figures (Porumbu & Necşoi, 2013).

Research indicates that students use timers less frequently to maintain focus while studying, highlighting a weakness in their self-regulated learning approach. According to Aventurado et al. (2024), students benefit from timer tools and structured time trackers because these approaches improve their attention span and work efficiency.

Table 11 shows the level of learners' study habits in terms of Time management. The table displays the mean, standard deviation, and interpretation.

Table 11. *Learners' Study Habits in Terms of Time Management.*

Indicator	*Mean*	*SD*	*Interpretation*
My child has a special time each day for studying or reading.	3.68	1.118	High Level
My child decides what to do first: homework, reading, or playing.	3.41	1.296	High Level
My child uses a timer to help them focus on studying.	2.84	1.391	Moderate Level
If my child finishes their work early, they will read more.	3.39	1.136	Moderate Level
I help my child with planning when to do their homework.	3.94	1.205	High Level
Overall	3.45	0.852	High Level

Legend: *5 (4.21–5.00) – Always, Very High Level; 4 (3.41–4.20) – Often, High Level; 3 (2.61–3.40) – Sometimes, Moderate Level; 2 (1.81–2.60) – Rarely, Low Level; 1 (1.00–1.80) – Never, Very Low Level*

Table 11 reveals the learners' study habits in terms of time management. The indicator with the highest mean is "I help my child with planning when to do their homework, "with a mean score of 3.94, SD 1.205, at a high level. These findings suggest that many parents guide their children's study schedules, which can positively influence their ability to manage academic responsibilities effectively.

The indicator with the lowest mean is "My child uses a timer to help them focus on studying" with a mean score of 2.84, SD 1.391, at a moderate level. These results indicate that most students do not rely on timers or structured time-tracking tools to manage their study sessions, which may impact their focus and productivity.

Other indicators reflect a generally high level of time management habits among learners. "My child has special time each day for studying or reading " mean score of 3.68, SD 1.118, and " My child decides what to do first: homework, reading, or playing " mean score of 3.41, SD 1.296 are both rated at a high level, indicating that many students have designated study times and some level of prioritization in their activities. However, "If my child finishes their work early, my child reads more" means a mean score of 3.39, SD 1.136 is moderate, suggesting that while some students use their free time for additional reading, others may engage in non-academic activities.

Overall, with a mean score of 3.45, SD 0.852, learners' study habits in terms of time management are at a high level. The results highlight that while many students receive parental support and have structured study routines, there is room for improvement in developing independent time management strategies, such as using timers or proactively engaging in additional reading when time permits. Encouraging learners to take more initiative in planning and monitoring their study time could further enhance their academic performance and self-discipline.

Time management helps students give proper attention to assignments, thus improving their comprehension rates while fostering knowledge retention and academic performance (Xu, 2020). Effective time management enables better control over personal choices and reduces anxiety, thereby establishing optimal conditions for learning and developing reading readiness (Hamzah et al., 2014). Students who lack proper time management skills develop procrastination, leading to delayed work submissions and rising workload problems that negatively affect reading skills and preparation ability. Time management usually involves students setting their essential tasks first to complete responsibilities effectively (Aventurado et al., 2024). Students who implement effective time management organize study schedules while defining realistic goals and dedicating proper time for reading to improve their learning results (Aula et al., 2024). Time management leads students to set realistic educational objectives alongside specific reading schedules, which improves academic results, according to Aula et al. (2024). Achieving success through study requires students to split lengthy reading

tasks into smaller parts, which improves project completion. These are particularly important since these skills help students who struggle with reading comprehension or have limited attention spans. Students who manage their time skillfully select specific reading times that create distraction-free focus environments and concentrated learning settings (Razali et al., 2018). Managing time leads students to develop a sense of responsibility toward their studies, thus encouraging their active involvement in studying through reading. Reading involves multiple components that require students to focus while concentrating on the material and understanding it entirely (Sambayon et al., 2023). Educational professionals need to control time effectively while giving direct instructions, which allows students to maximize their educational potential (Dacholfany et al., 2023).

Research indicates that numerous parents collaborate with students in homework schedule development because parental involvement remains essential to developing strong time management capabilities (Razali et al., 2018). Parents who guide students through planning their study sessions help learners manage their academic workload and build their responsibility skills and discipline (Al-Yami et al., 2021). Their support proves especially advantageous since young learners need help developing their organizational capabilities to manage their commitments independently. Parents' creation of study schedules helps learners distribute enough time for each subject, lowering their need to cram at the last minute while supporting balanced educational learning (Aventurado et al., 2024). Parents' positive engagement in their children's studies extends beyond scheduling tasks. It involves creating suitable study spaces, monitoring academic progress, and providing continuous support to ensure a successful learning experience and improved academic results. Research shows that children develop healthy character traits and remain motivated through parental communication, which builds necessary connections between themselves and their children (Sam et al., 2021). Research suggests positive parental views about education impact children's academic performance through improved cognitive competence perception (Topor et al., 2010). Students require the right amount of parental support between guidance and independence development because extensive involvement might block their self-reliance and intrinsically driven motivation, according to Bruce and Attom (2021). Students require empowerment to deepen their independence in study practices as parents act as guideposts rather than authoritative figures (Porumbu & Necşoi, 2013).

Research indicates that students use timers less frequently to maintain focus while studying, highlighting a weakness in their self-regulated learning approach. According to Aventurado et al. (2024), students benefit from timer tools and structured time trackers because these approaches improve their attention span and work efficiency.

Table 12 shows learners' study habits in terms of Motivation and Attitude towards Learning. It also shows the mean, Standard Deviation, and Interpretation.

Table 12. *Learners' Study Habits in Terms of Motivation and Attitude Toward Learning*.

Indicator	*Mean*	*SD*	*Interpretation*
Learning something new makes my child happy.	4.47	1.039	Very High Level
My child likes to learn new things in school.	4.45	1.029	Very High Level
When my child learns something difficult but understands it, they feel proud.	4.43	0.998	Very High Level
Studying for school is fun for my child.	4.36	0.927	Very High Level
I encourage my children whenever they are learning.	4.27	1.062	Very High Level
Overall	4.40	0.855	Very High Level

Legend: *5 (4.21–5.00) – Always, Very High Level; 4 (3.41–4.20) – Often, High Level; 3 (2.61–3.40) – Sometimes, Moderate Level; 2 (1.81–2.60) – Rarely, Low Level; 1 (1.00–1.80) – Never, Very Low Level*

Table 12 presents the learners' study habits in terms of motivation and attitude towards learning. The indicator with the highest mean is " Studying for school is fun for my child," with a mean score of 4.47, SD 1.039, which is very high. These results suggest that most learners enjoy studying, which can positively impact their engagement and academic success.

The indicator with the lowest mean is "When my child learns something difficult but understands it, they feel proud." With a mean score of 4.43, SD = 0.998, which is still very high. Although this indicator has the lowest mean among the items, it reflects that students experience a sense of accomplishment when they overcome academic challenges.

Other indicators also received very high ratings, including " Learning something new makes my child happy" with a mean score of 4.47, SD 1.039, " I encourage my child whenever they are learning "with a mean score of 4.27, SD 1.062, and " My child likes to learn new things in school " with a mean score of 4.45, SD 1.029. These results indicate that learners have a strong intrinsic motivation and positive attitude toward learning, reinforced by parental encouragement and the joy of acquiring new knowledge.

With a mean score of 4.40, SD 0.855, learners' motivation and attitude towards learning are very high. These findings suggest that students generally find learning enjoyable and fulfilling, which is crucial for sustaining academic performance and developing lifelong learning habits. The strong parental support also plays a significant role in fostering a positive learning environment. Encouraging and maintaining this motivation through engaging teaching strategies and continuous parental involvement can further enhance students' academic enthusiasm and perseverance.

The study by Etcuban et al. (2019) concluded that students' attitudes and their study habits are key elements that influence their academic achievement. Thus, reading readiness is important due to the meeting of motivation and attitude with study habits as students prepare to start their academic journey. Reading readiness consists of four core abilities: phonological awareness, vocabulary, comprehension, and fluency, which provide students with decoding abilities for proper written text understanding. Education success

occurs when students feel motivated about reading because they become active participants in reading activities and then develop their skills to master reading comprehension (Barber & Klauda, 2020). Social regard for education has a significant impact on academic achievements among students, as it fosters an essential learning environment that promotes motivation and positive beliefs (May 2009). Reading activities are avoided by children who lack reading motivation and those who hold negative reading attitudes, which leads them to face difficulties with basic reading skills and written comprehension challenges. Reading readiness development includes learning methods that strengthen motivation using appealing educational materials and specialized teaching methods within a suitable learning setting. Educators significantly impact academic success through reading motivation because they demonstrate appreciation and enthusiasm (Girmus, 2012). Educators employ technology to engage students by focusing on self-concept and attitude development, which prompts children to read (Conradi, 2014).

The high motivational level and positive student attitude toward studying, including educational enjoyment, align with findings from established psychology studies (Abatayo et al., 2024). High levels of intrinsic motivation emerge when students experience enjoyment from academic learning tasks based on results from this study (Valiente et al., 2011). The notion of mastery motivation posits that emotions, such as feelings of pride, enjoyment, and hope, serve as key mediators between emotions and achievement. A student's achievement of academic targets leads to a feeling of pride, as shown in the statement, "When I learn something difficult but understand it, I feel proud," thus reinforcing how self-efficacy plays a part in learning development. The belief an individual maintains about their capability to execute behaviors needed to generate desired academic performance outcomes constitutes the definition of self-efficacy, according to Abatayo et al. (2024). The results support research about learning success because students rate indicators like "Learning something new makes me happy" and "I like to learn new things in school" very highly (Orsini et al., 2015). Learning materials gain motivational enhancements when interactive game features are integrated, according to studies conducted by Abatayo et al. (2024).

The findings regarding student motivation and positive educational approach that includes appreciation of learning align with research in psychology as studied by Abatayo et al. (2024). According to research findings, students develop high intrinsic motivation through academic learning tasks that bring them enjoyment (Valiente et al., 2011). The concept of mastery motivation suggests that emotions, such as pride, enjoyment, and hope, serve as fundamental connection points between emotions and achievement. Achievement of academic targets creates pride in students, as they express it through the statement, "When I learn something difficult but understand it, I feel proud," which highlights how self-efficacy plays a role in learning development. According to research by Abatayo et al. (2024), A person defines self-efficacy as their inner belief in their ability to carry out actions that produce intended academic results. The research findings support the existing studies on learning success due to students expressing strong agreement with statements such as "Learning something new makes me happy" and "I like to learn new things in school" (Orsini et al., 2015).

Table 13 shows the Learners' reading readiness in the context of CRLA. It includes the score, frequency (f), Percentage (%), Reading Profile, and Description.

Table 13. *Learners' Reading Readiness in the Context of Comprehensive Rapid Literacy Assessment (CRLA).*

Score (Words)	*f*	*%*	*Reading Profile*	*Description*
17-20	40	40.0	Grade Ready	Demonstrates proficiency in prior grade level concepts and skills; ready to learn new concepts and skills.
7-16	25	25.0	Light Refresher	Has a strong understanding of prior grade-level concepts and skills; needs practice to improve accuracy.
15-20	9	9.0	Moderate Refresher	Does not have an adequate understanding of prior grade-level concepts and skills yet; needs a lot of guidance and practice.
0 -14	26	26.0	Full Refresher	Needs directions and instructions on prior grade-level concepts and skills.
Total	100	100.0		

Table 13 illustrates the learners' reading readiness in the context of CRLA. Among the learners, 40%, with a frequency of 40, fall under the Grade Ready category, which indicates that they have mastered the concepts and skills from their prior grade level and are ready to learn new concepts. A significant portion, 26%, with a frequency of 26, falls into the Full Refresher category, which suggests that these learners need direct instruction on prior grade-level concepts and skills.

Additionally, 25% of the learners with a frequency of 25 are categorized as Light Refreshers, meaning they strongly understand the prior grade-level concepts but need further practice to improve their accuracy. Finally, 9% with a frequency of 9 fall into the Moderate Refresher category, indicating that while they do not fully understand the prior grade-level concepts, they still require significant assistance and practice to reach proficiency.

According to Schifferdecker (2007), reading readiness begins when a child transitions from being unable to read to being a reader. According to his perspective, this process might be challenging yet highly gratifying. Children not only experience a sense of pride when they acquire the skill of reading, but those who become proficient readers also exhibit enhanced learning abilities throughout their academic journey. According to Schifferdecker and Wikipedia (2013), reading readiness is when an individual is ready to acquire reading skills. It undergoes the shift from being a non-reader to becoming a reader.

Therefore, acquiring reading skills has always been considered essential for achieving success in both academic and personal life (Rohde, 2015). Initiating children into the process of reading commences at an early stage. Children learn the purpose and mechanics of reading well before they begin to read and decipher written material. Emergent Literacy (EL) encompasses the foundational skills necessary for early language development, such as understanding the alphabet, phonological awareness, symbolic representation, and communication. Understanding these concepts develops gradually, starting from early childhood, usually from birth to age 5. Marie Clay (1966) established the concept of EL during the 1960s.

Likewise, ensuring children have a successful beginning in reading is crucial for their future growth as readers (Crosby et al., 2014). In a study conducted by Juel (1988), researchers showed that children who struggled with reading at the end of Grade 1 had a 90% likelihood of continuing to struggle with reading at the end of Grade 4. In a more recent study, Hernandez (2011) observed that pupils who are not reading at the expected level by Grade 3 had a fourfold decrease in their likelihood of graduating from high school on schedule compared to children who read correctly at Grade 3.

Studies by Colina et al. (2023 The concept of reading readiness has generated enduring interest and discussion in the ever-changing field of early childhood education. This crucial stage signifies the beginning of young students' journey into the world of reading and writing, establishing a solid basis that has significant consequences for their academic achievements and long-term success. Amid the many diversions brought about by the digital age, reviving a culture of reading becomes crucial. This study examines the various components of reading preparation, including socioeconomic, physical, and cognitive factors, and teachers' difficulties. Developing reading readiness encompasses the complex growth of cognitive, physical, and socioemotional elements as children progress from being unable to read to competent readers. The study highlights the importance of parents in creating an enriching atmosphere to promote a passion for reading while also addressing difficulties related to speech organs' functionality, word recognition, and socio-emotional stability. The research recognizes the tremendous influence of stories on encouraging creativity, imagination, and social-emotional growth and stresses that educators must value reading comprehension.

Early reading interventions are crucial for developing essential reading skills, as research demonstrates a strong correlation with shaping a child's mental development and educational achievement (Sambayon et al., 2023). Early intervention in reading challenges prevents students from falling behind academically as they lose concentration and struggle with other academic areas (Dixon et al., 2022; Sambayon et al., 2023). Educators require specialized training to accurately identify the reading readiness skills of students and deliver effective instructional methods. The teacher should examine which abilities learners need to develop through lessons by following the established order of skill development (Sambayon et al., 2023). Through continuous professional development emphasizing evidence-based reading instruction, teachers can gain skills to support diverse student needs, thus producing reading success across populations.

Table 14 shows the test for a significant relationship between parental involvement, learners' study habits, and learners' reading readiness.

Table 14. *Test of a Significant Relationship Between Parental Involvement, Study Habits, and Learners' Reading Readiness.*

Variable	*R*	*p-value*	*Interpretation*
Academic Support	.612	.000	Significant
Motivational Parental Support	.718	.000	Significant
Social-Emotional Parental Support	.722	.000	Significant
Technological & Economic Parental Support	.789	.000	Significant
Overall	.791	.000	Significant

Table 14 tests the relationship between parental involvement, study habits, and learners' reading readiness. Results indicate a significant relationship across all variables, as all p-values are .000, which is below the standard significance level of .05. Among the factors, technological and economic parental support, r .789, p-value .000 has the strongest relationship with learners' study habits and reading readiness, followed closely by overall parental involvement, r .791, p-value .000. Social-emotional parental support, r .722, p-value .000, and motivational parental support, r .718, p-value .000, also show strong correlations, suggesting that emotional encouragement and motivation play crucial roles in learning outcomes. Meanwhile, academic support, r .612, p-value .000, exhibits the lowest correlation among the variables, though still significant.

Parental Involvement (Ntim, 2015) in their children's literacy activities at an early age is likely to impact the children's basic reading skills positively. The advantages of parental involvement and support as a predictor of literacy and educational attainment are significant. They surpass early intellectual accomplishments in preschool. Children exposed to reading at an early age by their parents at home are more likely to be prepared for formal teaching in basic literacy. Early parental involvement in their child's reading is the primary component that positively impacts language and emerging literacy. Parental participation in home reading activities significantly influences reading success, language comprehension, and expressive language abilities. This report also indicates a potential correlation between parents' educational background and children's reading proficiency at the preschool level. It suggests that children whose parents have a better level of education are inclined to have greater home participation, which in turn predicts higher levels of early achievement in literacy skills.

Moreover, study habits are crucial in enhancing knowledge and perceptual abilities. Study habits indicate the extent of an individual's

learning potential, aspirations for achievement, and financial goals. An individual's study habits throughout life can influence all these factors (Rabia, 2017). A student cannot succeed without effective study habits (Ebele et al., 2017). Santos (2023) states that "study habits" refer to students' routines that facilitate their studying and learning processes. Study habits significantly influence the academic performance of elementary students (Jafari et al., 2019). Effective study habits contribute to strong academic performance, whereas ineffective ones result in subpar academic records (Akpan & Salome, 2015). Given that study habits significantly influence academic performance, numerous researchers have examined the status of students' study habits (Mushtaq & Khan, 2012). The success or failure of each pupil is contingent upon individual study habits (Yazdani & Godbole, 2014). A significant factor contributing to inadequate academic performance is insufficient study practices. Many students are dedicating less time to their studies due to various contributing factors (Arieta et al., 2017).

Furthermore, the influence of study habits on the learning process is significant. It encompasses the home environment, engagement in work, reading and note-taking practices, subject planning, concentration techniques, examination preparation, and overall attitudes toward the school environment. An effective individual has cultivated strong study habits, which can instill significant qualities that enhance comprehension and understanding of course material. Consistent study habits enable learners to achieve superior results with reduced effort and time. Parent involvement encompasses the engagement of parents in all aspects of their children's education and development from birth through adulthood (Kishor, 2021).

Thus, parents significantly influence the development of reading habits in their children, serving as the primary support system that enhances and encourages learning potential by establishing a consistent reading practice. Parental reading with their child positively influences the child's educational achievement. Parents contribute equally to behavioral and communication development; however, mothers are more active in the child's academic development than fathers, siblings, and legal guardians (Ahmad et al., 2020).

Consequently, the data demonstrated that if parents dedicated their attention to developing their children's reading skills at a young age, they could better cultivate reading as a habitual practice. According to Bano et al. (2018), parents should actively cultivate a positive attitude toward reading by supplying their children with reading materials and establishing an atmosphere conducive to reading in the house. Thakre (2020) found that adolescents exhibited higher study habits and achievement motivation under authoritative parenting than in authoritarian and permissive styles. The study by Yazdani and Godbole (2014) concluded that study habits—including time management, physical condition, reading ability, note-taking, learning motivation, memory, examination techniques, health, and achievement motivation—significantly correlate with academic performance. Students exhibiting effective study habits and high achievement motivation tend to achieve superior academic outcomes. Issa et al. (2012), as referenced in Rabia (2017), posit that daily reading activities in which students participate affect their study skills and subsequent academic performance. A correlation exists between effective reading habits and students' overall academic performance.

Therefore, the null hypothesis is rejected. These findings highlight that different forms of parental involvement, mainly technological and economic support, significantly impact learners' study habits and reading readiness.

Conclusions

The study's results led to the following conclusions:

The findings of this study reveal a significant relationship between parental involvement, learners' study habits, and reading readiness among Grade 1 learners. Most respondents were female, aged between 31 and 40 years, with a monthly income ranging from 5,001.00 to 10,000.00. Results indicated high levels of parental involvement across various components, including academic, motivational, social-emotional, technological, and economic support. Additionally, learners demonstrated strong study habits in exam preparation, homework completion, home reading activities, time management, motivation, and attitude toward learning.

Correlation analysis further confirmed a strong positive and significant relationship between these variables and learners' reading readiness, as measured by the Comprehensive Rapid Literacy Assessment (CRLA). These findings emphasize the vital role of both parental engagement and effective study habits in supporting young learners' early literacy development. The study highlights the value of these factors in fostering reading readiness among Grade 1 learners.

The study's conclusions lead to the following recommendations:

For the learners, they may establish specific academic goals, use good time management, and maintain regular routines like test preparation, homework completion, and home reading activities to help them maintain their good attitudes and drive for learning. Promoting self-reflection and asking for help when required can help them even more in their academic preparation.

For teachers to maintain high parental participation, they should encourage parents to communicate openly. Regular parent-teacher meetings equip parents with strategies to enhance their children's literacy skills. According to CRLA, most learners are "Grade Ready" in their reading readiness. Schools should continue implementing and enhancing reading intervention programs to maintain and improve this status, since there are still learners with lower reading readiness. Educators should develop tailored instructional strategies for struggling readers to ensure all learners reach the expected literacy level. They can give parents chances to participate in school events, provide consistent reports on student achievement, and suggest ways to strengthen learning at home. Including incentive

strategies in the classroom also supports parental involvement. Teachers may also integrate study habit improvement activities in classroom instruction.

For School Administrators, they could create initiatives like family cooperation networks or seminars on academic assistance techniques that help parents and schools work more closely together. Ensuring low-income families have access to technology tools can help create better learning conditions for their children. Schools should develop programs that encourage greater parental participation.

For curriculum Planners, they should provide resources that include parental participation in children's learning experiences. Assignments that promote parent-child cooperation or projects using available technology, for instance, can improve academic and social-emotional growth.

For Future Researchers, future studies should explore the long-term effects of different parental involvement strategies on learners' academic performance, particularly reading readiness. Additional research on how socioeconomic status influences parental support and student outcomes. Also, researchers should probe how various kinds of parent participation affect students from many socioeconomic backgrounds over time. Examining creative approaches to involving parents, particularly in areas such as technical and financial assistance, can provide insightful analysis for enhancing educational outcomes.

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