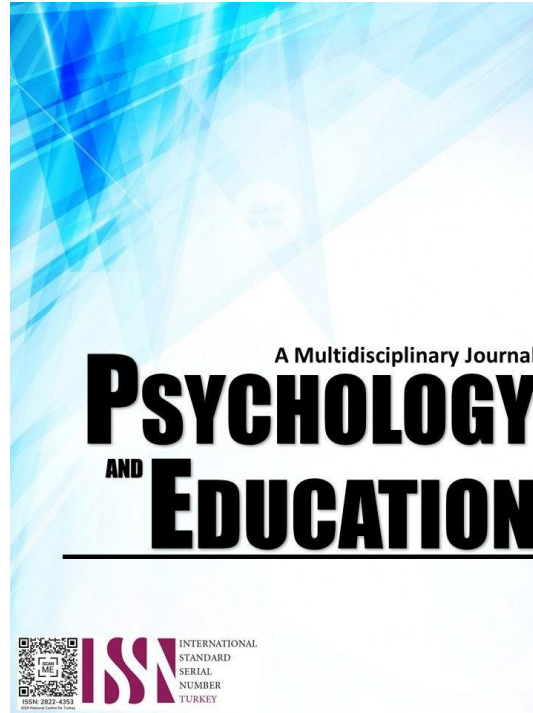


INVESTIGATING FAMILY DYNAMICS AND ACADEMIC ENTHUSIASM: A COMPREHENSIVE STUDY AMONG SENIOR HIGH SCHOOL STUDENTS



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Investigating Family Dynamics and Academic Enthusiasm: A Comprehensive Study Among Senior High School Students

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Abstract

The purpose of the current study was to investigate the correlation of family dynamics and academic enthusiasm, which was conducted among Grade 11 Humanities and Social Sciences students of Handumanan National High School, Division of Bacolod City, Negros Island Region. The research, grounded in Family Systems Theory, examined the interplay between sociodemographic factors such as age, sex, monthly family income, parental occupation, educational attainment, living arrangements, and family structure, parental engagement at home and school, and allowance, in relation to students' academic enthusiasm in terms of attendance and general weighted average. Data were gathered from 165 participants utilizing standardized survey tools within a descriptive quantitative research framework. Findings revealed that while most socio-demographic factors (age, income, occupation, education, living arrangement) showed no significant impact on academic enthusiasm, sex was a notable determinant—female students outperformed males in the general weighted average. Family dynamics significantly influenced attendance but not academic grades. The study concluded that emotional support and parental engagement were critical to school participation. Based on the result, families need to be open and supportive of each other's feelings in order to get students to attend school. These findings led to the recommendation of an intervention plan titled Project S.A.F.E. (Support, Attendance, Family, Empowerment) as a help to male students to become more emotionally strong, give them more authority, and get families more involved. Results gathered from this study can assist teachers, school administrators, and curriculum planners in planning for an inclusive education, which will help students do better in school.

Keywords: *parental support, guardians' involvement, student learning support, educational resources, school engagement, academic support, home learning environment, secondary education*

Introduction

The academic growth and motivation of secondary school students are deeply shaped by the dynamics within their families. Strong parental support and a stable home environment have been shown to foster both achievement and overall well-being. This perspective is echoed in recent research by Contreras (2024), who found that parental involvement plays a vital role in cultivating effective study habits and enhancing academic performance among high school learners.

As per the 4th Quarter of the School Monitoring, Evaluation and Adjustment (SMEA) of Handumanan National High School Academic Year 2023-2024, there were 43 students who incurred a failing grade in Senior High School due to students' lack of parental involvement and unemployment.

Modern and traditional research often compared two-parent families and single-parent households despite the changing dynamics of family structures. This limits the rising prevalence of blended families, extended households, and same-sex parent structures, which may introduce unique dynamics influencing a child's educational experience. Schlecht (2024) indicated that students who grew up with guardians often face high academic and emotional challenges. A broader understanding of the impact of these diverse family structures on academic performance may lead to a deeper understanding of family influence.

Oberio et al. (2025) assert that socioeconomic status (SES) is identified as an essential factor influencing academic performance. Investigating the relationship between socioeconomic status and family structure and how it affects academic achievement may be beneficial for research, especially in environments with a variety of demographics.

Although parental involvement is widely recognized as vital to student success, its variation across different family structures—such as single-parent, two-parent, or guardian-led households—remains underexplored. Recent studies emphasize the importance of examining these differences to understand better their impact on academic outcomes (Li & Guo, 2025; Bempechat et al., 2022; Astone & McLanahan, 2020).

To address any knowledge gaps about how family dynamics influences children's academic performance, the study's primary objective was to investigate the impact that family dynamics has on a child's academic enthusiasm.

Research Questions

This study investigated family dynamics and academic enthusiasm among Handumanan National High School's Senior High School students as a basis for an intervention plan. Specifically, this study sought to answer the following questions:

1. What is the socio-demographic profile of students in terms of:

- 1.1. age;
- 1.2. sex;
- 1.3. family monthly income;
- 1.4. occupation of parents;
- 1.5. parent's educational attainment; and
- 1.6. living arrangements?
2. What is the level of agreement of the students to family dynamics in terms of:
 - 2.1. family structure;
 - 2.2. parental involvement at home;
 - 2.3. parental involvement at school; and
 - 2.4. allowance?
3. What is the level of academic enthusiasm of students in terms of:
 - 3.1. attendance; and
 - 3.2. general weighted average?
4. Is there a significant difference between profile and academic enthusiasm of students?
5. Is there a significant difference between family dynamics and the academic enthusiasm of students?
6. Is there a significant relationship between profile and family dynamics?
7. What intervention plan will be crafted based on the results of the study?

Methodology

Research Design

This study employed a descriptive correlational research design, which focuses on identifying and analyzing relationships between variables without manipulating them. Descriptive correlational research allows researchers to examine how variables such as socio-demographic factors and family dynamics relate to academic enthusiasm by using statistical methods to detect patterns and associations.

In this study, the researcher examined the socio-demographic profile of Senior High School students at Handumanan National High School—including age, sex, family monthly income, parental occupation, educational attainment, and living arrangements. Quantitative data were also collected on family dynamics, specifically family structure, parental involvement at home and school, and student allowance, and how these factors correlate with academic enthusiasm, measured through attendance and general weighted average for the second quarter of the first semester of School Year 2024–2025.

The descriptive correlational approach was used to explore the relationships between student profiles and academic enthusiasm, family dynamics, and the connection between student profiles and family dynamics. These findings served as the foundation for developing an appropriate intervention plan.

Respondents

The study was conducted with 165 Grade 11 HUMSS students of Handumanan National High School Senior High School who were enrolled for the Academic Year 2024-2025. These students were chosen as the respondents of the study.

For this study, the total population of Grade 11 HUMSS students at HNHS was 279. Based on statistical recommendations, a sample size of 165 was identified as appropriate to achieve statistically valid and generalizable results. The researcher then applied a proportional allocation strategy to distribute the sample size across different sections, ensuring that each section was fairly represented in the study. This method minimizes sampling bias and enhances the accuracy of the findings by maintaining the proportional integrity of the student population within the HUMSS sections.

The stratified-random sampling technique was utilized by the researcher. It included the 165 Grade 11 HUMSS students of Handumanan National High School Senior High School out of the 279 enrollees. The process of stratified random sampling involved dividing the population into subgroups, determining sample sizes for each stratum, selecting samples from each stratum, combining the samples, and analyzing the data to conclude the entire population. Specifically, from HUMSS-A out of the 41 students, 24 were identified as respondents; from HUMSS-B out of the 49 students, 29 were identified as respondents; from HUMSS-C out of the 47 students, 28 were identified as respondents; from HUMSS-D out of the 47 students, 28 were identified as respondents; from HUMSS-E out of the 46 students, 27 were identified as respondents; and from HUMSS-F out of the 49 students 29 were identified as respondents. Hence, based on the stratified sampling technique and using Slovin's Formula with (0.05) acceptable margin of error, 165 students were identified as the respondents.

The researcher gathered the number of Grade 11 HUMSS students who were officially enrolled for Academic Year 2024-2025 from the registrar's office of Handumanan National High School Senior High School. Then, the researcher asked the class list per section in Alphabetical order.

The required number of students per section was chosen chronologically from the list. Then, the identified students were given the

survey questionnaires, and respondents answered face-to-face in a classroom.

Instrument

The researcher used the modified questionnaire of Julieth Valenzuela Leander, M.A. Ed., and Frederick Edward T. Fabella, Ph. D. (June 2020) and that of Jerald Moneva and Elvira Jumag (May, 2020). This instrument was designed to collect data on family dynamics and academic enthusiasm among Handumanan National High School's Senior High School students, specifically, Grade 11 HUMSS students, as a basis for an intervention plan. This questionnaire incorporated standardized elements to ensure reliability and validity.

The survey was composed of three main parts. Part I was a self-made instrument that gathered the socio-demographic profile of Grade 11 Humanities and Social Sciences Students in terms of age, sex, family monthly income, occupation of parents, parents' educational attainment, and living arrangements with parents.

Part II was a modified instrument adapted from the study of Julieth Valenzuela Leander, M.A. Ed., and Frederick Edward T. Fabella, Ph. D. (June 2020) and that of Jerald Moneva and Elvira Jumag (May 2020). The assessment was on the level of agreement of the respondents to family dynamics in terms of: A. Family structure; B. Parental involvement at home (parenting, learning at home, communicating); C. Parental involvement at school in terms of (parenting, volunteering, collaborating, decision making and communicating) as anchored on Epstein's 2014 study on Types of Family Involvement (Sabbott, 2019); D. Allowance which are questions adapted from the study of Jerald Moneva and Elvira Jumag (May, 2020). The items within these dimensions utilized a Likert-type scale, where students indicated their level of agreement with statements using a five-point scale: 5-strongly agree, 4-agree, 3-undecided, 2-disagree, and 1-strongly disagree. The inclusion of these dimensions allows for a comprehensive analysis of students' level of agreement on family dynamics.

Part III featured a set of self-made questions on the level of academic enthusiasm of Grade 11 HUMSS students in terms of: respondent's attendance, where students indicated whether they have attended school ranging from 20 days up to 45 days and General Weighted Average (GWA) as of second quarter of the first semester, where students indicated if their GWA was: 90-100 or Outstanding; 85-89 or Very Satisfactory; 80-84 GWA or Satisfactory; 75-79 rated as Fairly Satisfactory; below 75 or Did Not Meet Expectations.

To maintain data integrity, respondents are instructed to answer honestly and place a check mark (✓) beside their chosen responses. Participation in the survey was entirely voluntary, and confidentiality was assured, with no personally identifiable information disclosed without explicit consent. This structured and methodologically sound instrument ensured the collection of valid and reliable data to investigate family dynamics and academic enthusiasm among Handumanan National High School's Senior High School students, specifically, Grade 11 HUMSS students, as a basis for an intervention plan.

Procedure

The researcher obtained a certificate of research conduct from the Central Philippines State University Graduate School to serve as documentation for the target area of the study for collecting data from respondents. The researcher sought permission and submitted a letter to Mr. Allan Pomada, the School Principal of Handumanan National High School, Division of Bacolod City, before the formal conduct of the research survey. Subsequent to the endorsement of the letters, the researcher submitted the necessary papers to the HNHS teachers to officially initiate the orientation and execution of the survey in a face-to-face classroom setting. An orientation regarding the research's goal was conducted in one of the classrooms of HNHS SHS for the respondents' awareness and understanding of the study. Subsequent to the orientation, the researcher administered the survey questionnaires to the respondents through a face-to-face setup. The researcher then provided important instructions to the respondents for clarity before conducting the survey. Finally, upon data collection, the researchers transmitted the results to the statistician for statistical analysis. Collected data from the conduct of the survey was kept confidential.

Data Analysis

The researcher used the following statistical tools in analyzing the data gathered to investigate family dynamics and academic enthusiasm among Handumanan National High School's Senior High School students as a basis for an intervention plan.

The data for this study were gathered through a modified and researcher-made survey questionnaire, which was administered to 165 Grade 11 HUMSS students of HNHS during the second quarter of the first semester in school year 2024-2025. The instrument was designed to collect information on the respondents' demographic profile, family dynamics, and academic enthusiasm. Upon collection, the responses were tallied, encoded, and subjected to appropriate statistical analyses using SPSS.

In Statement of the Problem 1, the study presented the respondents' socio-demographic profile of students in terms of age, sex, family monthly income, occupation of parents, parents' educational attainment, and living arrangements with parents; and the study employed frequency and percentage count distribution.

Statement of the Problem 2 used mean to assess the level of agreement of the students to family dynamics in terms of family structure, with an interpretation of Low (L) for 1.00- 1.49; Moderately Low (ML) for 1.50- 2.49; Moderately High (MH) for 2.50- 3.49; High (H)

for 3.50- 4.49; and Very High (VH)for 4.50– 5.00.

For Statement of the Problem 3, the study presented the level of academic enthusiasm of students in terms of attendance which employed mean as statistical tool with interpretation based on the Likert Scale on the level of enthusiasm as follows: very high enthusiasm for 40–45 days; enthusiastic for 35–39.99; neutral for 30-34.99 days; unenthusiastic for 25–29.99; somewhat unenthusiastic for 20-24.99 days; and very unenthusiastic for below 20 days. For GWA, the mean was used with interpretation as follows: 90-100 or Outstanding; 85–89 or Very Satisfactory; 80-84 GWA or Satisfactory; 75-79 rated as Fairly Satisfactory; below 75 or Did Not Meet Expectations.

For Statement of the Problem 4, the study presented the significant difference between profile and academic enthusiasm of students, and used the Kruskal-Wallis test for age, family monthly income, occupation of parents, parents' educational attainment, and living arrangement; and the Mann-Whitney U-test was utilized for sex. These non-parametric tests were appropriate due to the ordinal nature of the data and the absence of normal distribution.

Statement of the Problem: 5 investigated whether significant differences existed between family dynamics and academic enthusiasm of students. Both were analyzed using the Kruskal-Wallis Test to determine differences among multiple independent groups.

For Statement of the Problem 6, the study presented the significant relationship between profile and family dynamics of students, and employed the Gamma Correlation Coefficient for age, family monthly income, parents' educational assessment, and living arrangement. At the same time, the Pearson Chi-square test was used for sex and parents' occupation.

As for the intervention plan, thematic analysis was used to support the quantitative results.

Results and Discussion

This section presents the data analysis and findings of the research study that investigates family dynamics and academic enthusiasm among Handumanan National High School's Senior High School students as a basis for an intervention plan.

Socio-demographic Profile of Respondents

The result of the socio-demographic profile of the students according to age indicated that 164 or 99.39% out of the 165 respondents were below 20 years old. One or 0.61% of the total is between 20 and 40 years old, indicating that the majority of participants in the study belong to that age group of senior high school students. The higher percentage of minor respondents may be attributed to the age group's reliance on family dynamics, particularly dependent on parental involvement, family monthly income, occupation of parents, parents' educational attainment, and living arrangements with parents, which play crucial roles in shaping academic enthusiasm (Hermosa & Bersamina, 2024). Moreover, the Philippine Statistics Authority (2020) reported that literacy rates among youth aged 10–19 are exceptionally high (above 99%), indicating strong foundational education. However, disparities in educational attainment persist, often linked to socio-economic status and parental education.

According to sex, data showed 90 or 54.55% of the respondents were female, and 75 or 45.45% were male. It indicated that the female respondents composed the majority of the senior high school students surveyed. This highlights research results that female respondents may be attributed to stricter parental expectations, higher levels of academic motivation, which could exhibit more consistency in study habits and show enthusiasm towards academics if supported by the family (Sölpük, 2020). For instance, Budiongan et al. (2024) found that parental expectations significantly influence student motivation, with female students often internalizing these expectations more deeply, leading to enhanced academic performance. Parenting styles — especially authoritative and authoritarian approaches — play a role in shaping academic outcomes. Female students tend to respond more positively to structured guidance, which correlates with higher achievement levels (Catipay, 2023).

In terms of family monthly income, it disclosed that 90 or 54.55% of the respondents who answered the survey had a family income of less than Php 10,000.00. A number of 71 or 43.03% of the respondents have a family income between Php 10,001 and Php 50,000. There were 4 or 2.42% of the respondents who belonged to families with an income of Php 50,001 or more. This means that the majority of the respondents belonged to families who are at the poverty level. It is aligned to the findings of PSA's Family Income and Expenditure Survey (FIES), which stated that ₱10,000 is consistently below the national average of family income. Students from families with low to middle incomes may not have easy access to educational resources, but strong parental involvement can make them more excited (Cadillo, 2025). These findings are consistent with existing research, which highlights that there is a link between how much money a family makes and how well their children do in school (Farkas et al., 2022). Likewise, Norbom et al. (2024) mentioned the connection between children's brain structure and their family's wealth. Children from lower-income families had smaller brain surface areas linked to language, reading, and executive functions than children from higher-income families.

Results on the occupation of parents revealed that 86 or 52.12% of the parents of the respondents worked in the private sector. There were 68 or 41.21% of the respondents whose parents were self-employed. There were 68 or 41.21% of the respondents who had self-employed parents. Only 11 or 6.67% respondents indicate that their parents worked for the government. This suggests that working parents of any kind may have a big effect on how well their children do in school, especially when it comes to keeping an eye on their schoolwork (Naungayan et al., 2024). Though studies show that private sector workers have less job security, and self-employed parents



often have flexible schedules, which allow more time spent with children (Das, 2020). Adding to this, Bartolome et al. (2020) highlighted the cultural significance of parental involvement in Filipino households. Their study found that the nature of a parent's occupation can either facilitate or hinder educational support. For instance, parents with flexible or home-based work arrangements are more likely to participate in school activities, assist with homework, and maintain regular communication with teachers—factors that positively correlate with student achievement.

As per parents' educational attainment result, it showed that 97 or 58.79% of the parents of the respondents had attained a high school education; 52 or 31.52% have parents with Bachelor's degree; 7 or 4.24% of the respondents have parents who finished elementary education; 4 or 2.42% of the respondents have parents with vocational courses; 3 or 1.82% of the respondents have parents with Master's Degree while 2 or 1.21% of the respondents have parents who earned post-graduate degrees. The higher percentage of high school graduates means that students of Handumanan National High School have basic academic support at home and probably lack exposure to advanced learning or higher-order thinking skills fostered by college or post-graduate-educated parents (Calib-og & Cabigas, 2023). Students whose parents have a Bachelor's degree, on the other hand, often get more structured help with their studies, have more access to educational resources, and are more excited about school—especially when their parents are involved in school activities and promote a culture of learning at home (Pinatil et al., 2022).

Living arrangement data presented that 98 or 59.39% of the respondents are living with both parents; 39 or 23.64% of the respondents live with their mothers only, while 20 or 12.12% of the respondents live with neither parent (only living with guardians); and 8 or 4.85% of the respondents live with the father only. Students from Handumanan National High School, therefore, come from intact families. Students get more excited for school since parents give them better emotional support and parental involvement (Dioso, 2024). However, not having parental figures around may hurt academic performance and require interventions to boost academic interest (Zhao & Zhao, 2022). For instance, students from divorced families valued marriage but also knew its limits, which made them have more complicated and conflicting views on it. This could be because they saw their parents' unhappy marriage, which made them less interested and excited about school (Moghadasl et al., 2023).

Findings of the socio-demographic profile of the respondents, such as age, sex, family monthly income, parental occupation, educational attainment, and living arrangements, are presented in Table 1.

Table 1. *Socio-demographic Profile of the Respondents*

<i>Profile of the Respondents</i>	<i>Frequency</i>	<i>Percentage</i>
Age		
Below 20 years old	164	99.39
20-40 years old	1	0.61
41-60 years old	0	0.00
61 years old and above	0	0.00
Sex		
Male	75	45.45
Female	90	54.55
Family Monthly Income		
Below Php 10,000	90	54.55
Php 10,001 - Php 50,000	71	43.03
Php 50,001 and above	4	2.42
Occupation of Parents		
Government	11	6.67
Private	86	52.12
Self-employed	68	41.21
Parents' Educational Attainment		
Elementary	7	4.24
High School	97	58.79
Vocational	4	2.42
Bachelor's Degree	52	31.52
Master's Degree	3	1.82
Post-Graduate	2	1.21
Living Arrangement		
Both Parents	98	59.39
Mother only	39	23.64
Father only	8	4.85
Neither Parent	20	12.12
Total	165	100

Level of agreement of the students to family dynamics in terms of Family Structure

In terms of family structure, the mean score was 3.63 with high interpretation. This suggests that, on average, students tend to agree with positive statements about family structure, affirming that family members should be in tune with each other's feelings, have clear

roles, and talk to each other with love, honor, respect, and grace.

The result indicated that students have a positive view of family structure and agree on things like emotional attunement, clear roles, and respectful communication. Students can develop positive attitudes toward learning and the ability to manage academic tasks.

This also suggests that students who feel emotionally safe are more likely to be interested in school and participate in class, as shown by the survey results (Wang et al., 2021). In contrast, certain things, like the rising rates of divorce, cohabitation, and having children outside of marriage, have been shown to affect family structures (Cavanagh et al, 2022).

Findings on the level of agreement of the students to family dynamics in terms of family structure are presented in Table 2.1.

Table 2.1. Level of agreement of the students to family dynamics in terms of Family Structure

	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1. My parents are living together in one house.	3.79	1.60	High
2. My parents are living separately.	2.22	1.60	Moderately Low
3. My family is attuned to each other's emotions.	3.55	1.12	High
4. There are clear roles for everyone in our family for them to give, receive, and grow within.	4.10	0.82	High
5. My family speaks to each other with love, honor, respect, and grace.	4.09	0.91	High
6. My family has regular meal times together.	3.99	0.92	High
7. I have an excellent relationship with my parents.	4.05	1.02	High
8. Do your family members value education highly?	4.27	0.85	High
9. Do you believe family problems have a long-term impact on academic success?	3.91	1.11	High
10. Have you ever skipped classes due to family issues?	2.36	1.44	Moderately Low

Level of agreement of the students to family dynamics in terms of Parental Involvement at Home

In terms of Parental Involvement at Home, data revealed that the mean was 3.44 with moderate interpretation, which means that most respondents believed that their parents are not directly involved at home in terms of making assignments, checking on the lessons, regulating game time, doing performance tasks, and even showing appreciation for excellent work.

The results show that most respondents agree that parents are involved in their children's activities at home. Recent studies have shown that this has a positive effect on students' interest in school and their grades. Checking homework, talking about lessons, and being involved in a quality way every day were all linked to academic success (Amante et al., 2022).

According to findings, home-based learning has been connected to better academic performance and better social skills, which are both signs of better academic achievement. The home environment has a big impact on education. Students need to be in a disciplined and supportive family setting in order to perform better in academics (Syomwene, 2022).

Findings on the level of agreement of the students to family dynamics in terms of parental involvement at home are presented in Table 2.2.

Table 2.2. Level of agreement of the students to family dynamics in terms of Parental Involvement at Home

	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1. My parents spend time with me every day to follow up on my lessons.	2.99	1.13	Moderately High
2. My parents taught me good study habits.	3.98	0.92	High
3. My parents provide my school financial and material needs.	4.48	0.76	High
4. My parents prepare nutritional food for me.	4.04	0.96	High
5. My parents regulate my leisure and game time.	3.38	1.06	Moderately High
6. My parents check my notes if there are any assignment.	2.64	1.20	Moderately High
7. My parents help me in doing my projects.	2.88	1.28	Moderately High
8. My parents got me a tutor or established a fix study time at home.	2.19	1.18	Moderately Low
9. My parents send letter to the teacher if there is an emergency.	3.67	1.25	High
10. My parents show appreciation for my excellent works in school.	4.15	1.03	High

Level of agreement of the students to family dynamics in terms of Parental Involvement at School

Parental Involvement at School results presented a mean of 3.64 with high interpretation. This means that most of the respondents agreed with parental involvement at school, such as attending PTA meetings, Brigada Eskwela clean-up drive, following school rules and regulations, and supporting any sport/contest in school.

This showed how important it is for parents and teachers to work together. Going to meetings, volunteering, and talking to teachers all help students get more excited about school and do better in school. For example, going to meetings, volunteering, and talking to teachers all help students get more excited about school and do better in school.

Based on published studies of Ma et al. (2022), parents need to be involved in their children's education. It is said that when parents



are involved, a child's behavior, attendance, and academic success will progress. Correspondingly, when parents are involved, students are more motivated and interested in school, which will help them do better in school.

Findings on the level of agreement of the students to family dynamics in terms of parental involvement at school are presented in Table 2.3.

Table 2.3. *Level of agreement of the students to family dynamics in terms of Parental Involvement at School*

	Mean	SD	Interpretation
1. My parents supporting me in any sport/contest in school.	3.82	1.15	High
2. My parents accompany me in going to school	3.43	1.29	Moderately High
3. My parents follow school rules and regulation, like proper dress code, etc	4.42	0.68	High
4. My parents get most of information, about my academic progress from report cards	3.98	0.99	High
5. My parents volunteer in school activities, such as “Brigada Eskwela”	3.50	1.06	High
6. My parents volunteer or is open to become one of the classroom officers.	2.81	1.23	Moderately High
7. My parents attend school meetings and PTA meeting	3.92	1.15	High
8. My parents attend family day activities.	3.07	1.28	Moderately High
9. My parents allow me to join in “Field trips”, contests or any school activity	3.94	1.10	High
10. My parents communicate with my teacher to follow up class academic performance	3.53	1.19	High

Level of agreement of the students to family dynamics in terms of Allowance

The result of the allowance showed a mean of 3.56 with a high interpretation. This means that students were moderately to very happy with the allowance given to them by their parents. This further means that most students were happy with the daily allowance for meeting their basic academic and personal needs.

The study of Jerald and Marijune (2020) reflected that students are more confident, less stressed, and better able to focus in class if they get enough allowance. Moreover, being happy with one’s allowance makes a person more competent and independent.

In contrast, Egorov et al. (2023) argue that giving a student an allowance may make them less motivated and less likely to work hard, since rewarding a student with a high-stakes output can increase anxiety and disregard the learning process. There is said to be a negative correlation between a student's allowance and attendance and academic success in children who previously received financial assistance from their parents (Baird et al., 2021).

Findings on the level of agreement of the students to family dynamics in terms of allowance are presented in Table 2.4.

Table 2.4. *Level of agreement of the students to family dynamics in terms of Allowance*

	Mean	SD	Interpretation
1. I am satisfied with my allowance.	3.98	0.94	High
2. I don’t feel worried about the payments in school.	3.22	1.10	Moderately High
3. I can buy a complete requirement in school.	3.52	0.93	High
4. I have a budget on producing outputs creatively on time.	3.59	0.98	High
5. My parents can immediately give money whenever I ask.	3.18	1.09	Moderately High
6. My parents give extra money for my personal needs.	3.67	1.09	High
7. I don’t need to owe money from others.	3.51	1.09	High
8. I set aside a specific amount and go into savings.	3.71	1.05	High
9. I spend money on the things I enjoy.	3.73	1.12	High
10. I am confident to meet financial situation.	3.45	1.06	Moderately High

Level of academic enthusiasm of students in terms of Attendance

The presented average number of days of students’ attendance was 39.92, with an interpretation of enthusiastic. Based on the Likert Scale on the level of enthusiasm, 108 respondents attended for 40–45 days have a very high enthusiasm; 39 respondents who attended for 35–39.99 days have an interpretation of enthusiastic; 13 respondents who attended for 30–34.99 days have an interpretation of neutral, and 5 respondents who attended for 25–29.99 days have an interpretation of unenthusiastic.

Problems with parents, money, or family contact were some of the reasons why 5 respondents had unenthusiastic interpretations.

This result echoes factors why students have better school attendance and academic enthusiasm, which is due to good parent-child relationships paired with open communication and emotional support (Bag-Ao & Dioso, 2024). Izadpanah and Rezaei (2022) have found that academic enthusiasm, which includes behavioral, cognitive, and motivational aspects, is linked to better grades, better self-control, better learning goals, and better class attendance. Likewise, better communication between teachers and students leads to more academic self-control, engagement, and hope in students, which in turn makes them more excited about school.

The level of academic enthusiasm of students in terms of attendance was presented in Table 3.1.



Table 3.1. *Level of academic enthusiasm of students in terms of Attendance*

<i>Quarter II Attendance</i>	<i>f</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Interpretation</i>
40 - 45 days	108		1.61	
35 - 39.99 days	39		1.29	
30 - 34.99 days	13		1.51	
25 - 29.99	5	39.92	1.67	Enthusiastic
20 - 24.99 days	0		0	
Below 20 days	0		0	
Total	165			

Level of academic enthusiasm of students in terms of Academic Performance (General Weighted Average)

The average score on the academic performance was 88.67% or Very Satisfactory. There were 74 respondents with 90-100 General Weighted Average (GWA) or Outstanding; 75 respondents with 85–89 GWA or Very Satisfactory; 13 respondents with 80-84 GWA or Satisfactory; and 3 respondents with 75-79 GWA rated as Fairly Satisfactory.

Bag-Ao and Dioso (2024) mentioned in their studies that students whose parents are well-educated and involved in their children’s studies do better in school. For instance, studies show that students who are more excited about learning tend to have better self-control, set learning goals, and go to class more often. A general interest in schoolwork may lower the number of students who fail and raise the level of participation in class (Izadpanah & Rezaei, 2022).

The level of academic enthusiasm of students in terms of Academic Performance (General Weighted Average) was presented in Table 3.2.

Table 3.2. *Level of academic enthusiasm of students in terms of Academic Performance (General Weighted Average)*

<i>General Weighted Average</i>	<i>f</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Interpretation</i>
90-100 Outstanding	74		1.79	
85-89 Very Satisfactory	75		1.55	
80-84 Satisfactory	13	88.67	1.21	Very Satisfactory
75-79 Fairly Satisfactory	3		0.00	
Below 75 Did Not Meet Expectations	0		4.13	
Total	165			

Significant Difference between Profile and Academic Enthusiasm of Students’ Age and Attendance

The results showed a significant difference between the profiles and academic enthusiasm of the respondents’ ages and attendance. Kruskal-Wallis H test result showed a p-value of 0.296, which exceeds 0.05. The result indicated that the attendance across all age groups is not significant. Also, age does not appear to influence how often respondents attend school. Klein and Sosu (2023) mentioned that socioeconomic status and family support play a more crucial role in attendance and students’ achievement than age alone. Also, Libreaa and Villocino (2024) highlighted that parental engagement and household stability are stronger predictors of consistent school attendance and academic enthusiasm than chronological age. However, Morrissey et al. (2020) noted that developmental maturity associated with age can influence students’ self-regulation and motivation, potentially impacting attendance patterns in subtle ways.

Findings on the significant difference between profile and academic enthusiasm of students’ age and attendance was presented in Table 4.1.

Table 4.1. *Significant Difference between Profile and Academic Enthusiasm of Students’ Age and Attendance*

<i>Age and Attendance</i>	<i>F</i>	<i>Mean Rank</i>	<i>P-value</i>	<i>Decision for Ho</i>	<i>Conclusion</i>
Below 20 years old	164	83.30			
20–40 years old	1	33.50	0.296	Accept Ho	Not Significant
41–60 years old	0	0			
61 years old and above	0	0			

Significant Difference between profile and Academic Enthusiasm of Students’ Sex and Attendance

Data revealed the difference between profile and academic enthusiasm of students’ sex and attendance. Using the Mann-Whitney U test, the result produced a p-value of 0.588, which is greater than 0.05. This suggests that the variation in attendance between male and female students is not statistically significant. Thus, based on the result, sex does not appear to be a determining factor in school attendance. This is aligned with the study of Vera Gil (2024), who reported that female students tend to leverage psychological resilience—such as planning skills and social support—more effectively than males, which can enhance academic performance and engagement. The study attributes these differences to gender socialization and stereotypes that shape behavior and motivation. However, Muhammad et al. (2023) mentioned that while academic motivation and engagement are positively correlated, gender



differences in these areas were minimal. Instead, factors such as parental involvement and socioeconomic background had a more substantial impact on students’ academic behavior.

Data on the significant difference between profile and academic enthusiasm of students’ sex and attendance was presented in Table 4.2.

Table 4.2. *Significant Difference between profile and Academic Enthusiasm of Students’ Sex and Attendance*

<i>Sex and Attendance</i>	<i>F</i>	<i>Mean Rank</i>	<i>P-value</i>	<i>Decision for Ho</i>	<i>Conclusion</i>
Male	75	80.81	0.588	Accept Ho	Not Significant
Female	90	84.83			

Significant Difference between Profile and Academic Enthusiasm of Students’ Family Monthly Income and Attendance

Findings showed that the difference between profile and academic enthusiasm of students’ family monthly income and attendance. The result presented a p-value of 0.813, which is above the commonly accepted 0.05. This suggested that the difference in attendance across different family monthly income brackets is not statistically significant. Also, this suggests that the students’ attendance behaviors are not influenced by the family’s economic standing.

Recent studies indicate that positive family relationships and emotional support play a more vital role in students’ academic enthusiasm than income alone (Bag-Ao & Dioso, 2024). Supporting this view, Casas (2023) conducted a correlational study among Grade 12 students and found no significant relationship between family income classification and academic performance. Despite most respondents belonging to low-income households, their academic outcomes were rated “very satisfactory,” suggesting that economic disadvantage does not inherently hinder educational success. However, contrasting evidence suggests that income may still exert indirect influence under certain conditions. For instance, Barbarin and Aikens (2020) noted that children from low socioeconomic backgrounds often face reduced access to learning resources, less stable home environments, and fewer opportunities for enrichment, which can cumulatively affect attendance and academic engagement.

Findings on the significant difference between profile and academic enthusiasm of students’ family monthly income and attendance were presented in Table 4.3.

Table 4.3. *Significant Difference between Profile and Academic Enthusiasm of Students’ Family Monthly Income and Attendance*

<i>Family Monthly Income and Attendance</i>	<i>F</i>	<i>Mean Rank</i>	<i>P-value</i>	<i>Decision for Ho</i>	<i>Conclusion</i>
Below Php 10,000	90	81.42	0.813	Accept Ho	Not Significant
Php 10,001 – Php 50,000	71	84.32			
Php 50,001 and above	4	95.13			

Significant Difference between profile and Academic Enthusiasm of Students’ Occupation of Parents and Attendance

The result assessed the difference between profile and academic enthusiasm of students’ occupation of parents and attendance. The result was a p-value of 0.667, which exceeds the commonly accepted 0.05. This indicates that the differences in students’ attendance across various occupations of parents are not statistically significant. Also, findings suggest that the type of parents’ occupation does not affect students’ attendance in school.

Research revealed that regardless of job type, students whose parents are actively involved in school tend to perform better and attend school regularly (Pinatil et al., 2022). Additionally, research results of Libreaa and Villocino (2024) found that parental engagement, regardless of employment status, significantly boosts student attendance and motivation. Their study highlighted that emotional support and home-based involvement are more influential than occupational classification. However, Gottfried and Kirksey (2021) reported that occupational stress and irregular work schedules— especially in low-wage or shift-based jobs— can limit parental involvement, indirectly affecting students’ school participation.

Findings on the significant difference between profile and academic enthusiasm of students’ occupation of parents and attendance were presented in Table 4.4.

Table 4.4. *Significant Difference between profile and Academic Enthusiasm of Students’ Occupation of Parents and Attendance*

<i>Occupation of Parents and Attendance</i>	<i>F</i>	<i>Mean Rank</i>	<i>P-value</i>	<i>Decision for Ho</i>	<i>Conclusion</i>
Government	11	70.82	0.667	Accept Ho	Not Significant
Private	86	84.51			
Self-employed	68	83.07			



Significant Difference between Profile and Academic Enthusiasm of Students’ Parents’ Educational Attainment and Attendance

The result determined the difference between profile and academic enthusiasm of students’ parents’ educational attainment and attendance. The result was a p-value of 0.534, which is greater than 0.05. This showed that there is no significant variation in students’ attendance based on the difference in parents’ educational attainment. This means that parents’ educational attainment does not affect how often the students attend school.

Studies advocated that the quality of parent-student interaction and emotional support is more important than parents’ level of education (Calib-Og & Cabigas, 2023). Bag-Ao and Dioso (2024) highlighted that parental involvement—through guidance, supervision, and emotional support—has a stronger impact on academic enthusiasm than educational credentials. Their findings suggest that even parents with limited formal education can positively influence their children’s school behavior if they are actively engaged.

Findings on the significant difference between profile and academic enthusiasm of students’ parents’ educational attainment and attendance were presented in Table 4.5.

Table 4.5. *Significant Difference between Profile and Academic Enthusiasm of Students’ Parents’ Educational Attainment and Attendance*

<i>Parents’ Educational Attainment and Attendance</i>	<i>F</i>	<i>Mean Rank</i>	<i>P-value</i>	<i>Decision for Ho</i>	<i>Conclusion</i>
Elementary	7	60.57	0.534	Accept Ho	Not Significant
High School	97	80.28			
Vocational	4	94.25			
Bachelor’s Degree	52	89.72			
Master’s Degree	3	104.83			
Post-Graduate	2	63.50			

Significant Difference between Profile and Academic Enthusiasm of Students’ Living Arrangement and Attendance

Data examined the difference between the profiles and academic enthusiasm of students’ living arrangements and attendance. The result was a p-value of 0.502, which is greater than 0.05. It indicated that differences in attendance across various living arrangements are not statistically significant. The result also means that regardless of students’ residential setups, it does not affect the frequency of attending school.

This aligns with the study of Arroyo (2023), which proposed that living arrangements alone do not consistently predict school attendance, but it is more closely linked to personal motivation and institutional support. Recent studies of Calib-Og and Cabigas (2023) reinforce this perspective, which found that emotional support and quality of parent-student interaction were stronger predictors of academic enthusiasm than household composition. Students who felt emotionally secure and supported, regardless of who they lived with, were more likely to attend school regularly.

Findings on the significant difference between profile and academic enthusiasm of students’ living arrangements and attendance were presented in Table 4.6.

Table 4.6 *Significant Difference between Profile and Academic Enthusiasm of Students’ Living Arrangement and Attendance*

<i>Living Arrangement and Attendance</i>	<i>F</i>	<i>Mean Rank</i>	<i>P-value</i>	<i>Decision for Ho</i>	<i>Conclusion</i>
Both parents	98	87.01	0.502	Accept Ho	Not Significant
Mother only	39	80.51			
Father only	8	78.31			
Neither parent	20	70.10			

Significant Difference between Profile and Academic Enthusiasm of Students’ Age and General Weighted Average

Findings determined the difference between the profile and academic enthusiasm of respondents’ ages and the general weighted average. The result was a p-value of 0.728, which is greater than 0.05. This result indicated that the differences in the General Weighted Average of the respondents across different age groups are not statistically significant. This means that age does not have an effect on students’ academic performance as measured by the General Weighted Average.

In the study of Gana et al. (2023), they recommended that parent-child relationships and emotional support are stronger factors of academic enthusiasm than age. However, a contrasting study of Morrissey et al. (2020) noted that developmental maturity associated with age can affect self-regulation, time management, and cognitive readiness, which may indirectly influence academic outcomes.

Findings on the significant difference between profile and academic enthusiasm of students’ age and general weighted average were presented in Table 4.7.



Table 4.7 *Significant Difference between profile and academic enthusiasm of students' Age and General Weighted Average*

<i>Age and General Weighted Average</i>	<i>F</i>	<i>Mean Rank</i>	<i>P-value</i>	<i>Decision for Ho</i>	<i>Conclusion</i>
Below 20 years old	164	82.90	0.728	Accept Ho	Not Significant
20–40 years old	1	99.50			
41–60 years old	0	0			
61 years old and above	0	0			

Significant Difference between profile and Academic Enthusiasm of Students' Sex and the General Weighted Average

The result assessed the difference between profile and academic enthusiasm of students' sex and general weighted average. The result produced a p-value of 0.004, which is less than 0.05. This implied a statistically significant difference in the general weighted average between males and females. Furthermore, female students had a higher rank of 92.71 than male students of 71.35. This indicates that female learners tend to achieve higher academic standing than males. This result aligned with the study of Adewuyi (2024), which suggested that female students were less likely to be affected by distractions and more likely to maintain academic enthusiasm, contributing to higher academic outcomes. However, this contradicts the study of Gil (2024), which revealed that academic behavior is an effect of social conditioning and not innate traits associated with each gender.

Findings on the significant difference between profile and academic enthusiasm of students' sex and general weighted average were presented in Table 4.8.

Table 4.8. *Significant Difference between profile and Academic Enthusiasm of Students' Sex and the General Weighted Average*

<i>Sex and General Weighted Average</i>	<i>F</i>	<i>Mean Rank</i>	<i>P-value</i>	<i>Decision for Ho</i>	<i>Conclusion</i>
Male	75	75.35	0.004	Reject Ho	Significant
Female	90	92.71			

Significant Difference between Profile and Academic Enthusiasm of Students' Family Monthly Income and General Weighted Average

Data examined the difference between the profile and academic enthusiasm of respondents' family monthly income and the general weighted average. The result was a p-value of 0.400, which is greater than 0.05. Findings suggested there is no significant difference in the general weighted average and family monthly income. This means that students' academic performance is not affected by the family's financial standing. The study of Casas (2023) also indicated that economic disadvantage does not hinder students' academic enthusiasm and achievement. Bag-Ao and Dioso (2024) emphasized that emotional support and strong family relationships are more influential in shaping academic enthusiasm than financial status. Their research showed that students with nurturing home environments performed well regardless of income level. In contrast, Gottfried & Kirksey (2021) reported that financial instability may contribute to stress and absenteeism, indirectly influencing academic outcomes, especially in households where students take on responsibilities to support the family.

Findings on the significant difference between profile and academic enthusiasm of students' family monthly income and general weighted average were presented in Table 4.9.

Table 4.9. *Significant Difference between Profile and Academic Enthusiasm of Students' Family Monthly Income and General Weighted Average*

<i>Family Monthly Income and General Weighted Average</i>	<i>F</i>	<i>Mean Rank</i>	<i>P-value</i>	<i>Decision for Ho</i>	<i>Conclusion</i>
Below Php 10,000	90	78.56	0.400	Accept Ho	Not Significant
Php 10,001 – Php 50,000	71	88.76			
Php 50,001 and above	4	80.63			

Significant Difference between profile and Academic Enthusiasm of Students' Occupation of Parents and the General Weighted Average

Findings determined the difference between profile and academic enthusiasm of students' occupation of parents and general weighted average. The result produced a p-value of 0.740, which is above the accepted 0.05. It specified that there is no statistically significant variation in the general weighted average of students and the occupation of parents. Pinatil et al. (2022) found that students whose parents actively participate in their education—regardless of job type—tend to perform better academically. Emotional support, supervision, and encouragement were identified as key contributors to academic success. However, Gottfried and Kirksey (2021) observed that occupational stress and irregular work schedules—especially in shift-based or informal employment—can limit parental involvement, indirectly influencing students' academic outcomes.



Findings on the significant difference between profile and academic enthusiasm of students' occupation of parents and general weighted average were presented in Table 4.10.

Table 4.10. *Significant Difference between profile and Academic Enthusiasm of Students' Occupation of Parents and the General Weighted Average*

<i>Occupation of Parents and General Weighted Average</i>	<i>F</i>	<i>Mean Rank</i>	<i>P-value</i>	<i>Decision for Ho</i>	<i>Conclusion</i>
Government	11	93.45	0.740	Accept Ho	Not significant
Private	86	81.64			
Self-employed	68	83.03			

Significant Difference between Profile and Academic Enthusiasm of Students' Parents' Educational Attainment and General Weighted Average

Data assessed the difference between profile and academic enthusiasm of students' parents' educational attainment and general weighted average. The result was a p-value of 0.481, which is greater than 0.05. It showed that students' general weighted average has no significant difference from parents' educational attainment. This means that regardless of parents' educational background, it does not affect students' academic enthusiasm in school. Studies show that parental engagement has a greater impact on students' education, particularly in language subjects (Romero & Sumande, 2024). However, Barbarin and Aikens (2020) reported that parents with higher educational attainment are more likely to possess the skills and resources to support academic development, which can lead to improved performance outcomes. Supporting this view, Gottfried and Kirksey (2021) argued that educationally advantaged parents often model academic discipline and value schooling more explicitly, shaping children's attitudes toward learning and achievement.

Findings on the significant difference between profile and academic enthusiasm of students' parents' educational attainment and general weighted average were presented in Table 4.11.

Table 4.11 *Significant Difference between profile and academic enthusiasm of students' Parents' Educational Attainment and General Weighted Average*

<i>Parents' Educational Attainment and General Weighted Average</i>	<i>F</i>	<i>Mean Rank</i>	<i>P-value</i>	<i>Decision for Ho</i>	<i>Conclusion</i>
Elementary	7	67.64	0.481	Accept Ho	Not significant
High School	97	80.99			
Vocational	4	110.50			
Bachelor's Degree	52	88.69			
Master's Degree	3	75.33			
Post-Graduate	2	42.75			

Significant Difference between Profile and Academic Enthusiasm of Students' Living Arrangement and General Weighted Average

The result examined the difference between profile and academic enthusiasm of students' living arrangements and general weighted average. The result was a p-value of 0.355. Since it exceeded 0.05, the result suggested that there is no significant difference in students' general weighted average across various living arrangements. This indicates that whether the student is living with both parents or with one parent, it does not affect the academic performance. Contreras (2024) emphasized that parental support—through moral guidance, quality time, and emotional encouragement—has a stronger impact on students' academic motivation than whether they live in a traditional or non-traditional household. Arroyo (2023) found that students' academic engagement is more closely tied to personal motivation and institutional support than to their living arrangements. The study highlighted that school climate, teacher encouragement, and peer relationships play a more decisive role in academic performance.

Findings on the significant difference between profile and academic enthusiasm of students' living arrangements and general weighted average were presented in Table 4.12.

Table 4.12 *Significant Difference between Profile and Academic Enthusiasm of Students' Living Arrangement and General Weighted Average*

<i>Living Arrangement and General Weighted Average</i>	<i>F</i>	<i>Mean Rank</i>	<i>P-value</i>	<i>Decision for Ho</i>	<i>Conclusion</i>
Both parents	98	88.51	0.355	Accept Ho	Not significant
Mother only	39	75.19			
Father only	8	75.63			
Neither parent	20	74.18			



Significant Difference between family dynamics and academic enthusiasm of students' Level of Agreement to Family Dynamics and Attendance

Data has a p-value of 0.025, which revealed a statistically significant difference between family dynamics and academic enthusiasm of students' level of agreement to family dynamics and attendance, as based on the result of the Kruskal-Wallis H test. Since the p-value is less than 0.05, it suggests that variations in perceived family dynamics are related to the differences in attendance patterns. Furthermore, to identify which specific groups differ significantly, pairwise comparisons were utilized and it indicated that there is a significant difference in attendance between "Moderate" and "Very High" levels of agreement (Sig. = 0.014, Adj. Sig. = 0.081) and between "High" and "Very High" levels of agreement (Sig. = 0.039, Adj. Sig. = 0.235).

Findings on the significant difference between family dynamics and academic enthusiasm of students' level of agreement with family dynamics and attendance were presented in Table 5.1.

Table 5.1. Significant Difference between family dynamics and academic enthusiasm of students' Level of Agreement to Family Dynamics and Attendance

Level of Agreement with Family Dynamics and Attendance	F	Mean Rank	P-value	Decision for Ho	Conclusion
Very High	3	143.17			
High	96	85.71			
Moderate	62	73.79	0.025	Reject Ho	Significant
Low	4	115.50			
Very Low	0	0			

Post Hoc Pairwise Comparison - Level of Agreement to Family Dynamics and Attendance

Upon using the Post Hoc Pairwise Comparison, the "Moderate-Very High" pairing approached statistical significance, with a p-value result of 0.014, the same as "High-Very High" that approached statistical significance with a p-value result of 0.039. At the same time, other variables were found not to be significant.

The result revealed that respondents with very high agreement with family dynamics have better attendance. Fornander and Kearney (2019) mentioned that protective factors against school attendance problems were an emotionally supportive family and a family with open communication. Arroyo (2023) highlighted that students' engagement and attendance are more closely tied to the perceived quality of family relationships than to household composition. Supportive family dynamics were shown to buffer against absenteeism and disengagement. Tano (2024) in his study highlighted how interaction among family members significantly influences students' motivation and excitement about school, as influenced by family background and expectations.

Table 5.1.1. Post Hoc Pairwise Comparison - Level of Agreement to Family Dynamics and Attendance

Comparison	Computed value	p-value	Interpretation
Moderate vs. High	11.92	0.124	Not significant
Moderate vs. Low	-41.70	0.089	Not significant
Moderate vs. Very High	69.38	0.014	Significant
High vs. Low	-29.79	0.219	Not significant
High vs. Very High	57.45	0.039	Significant
Low vs. Very High	27.67	0.446	Not significant

Significant Difference between family dynamics and academic enthusiasm of students' Level of Agreement to Family Dynamics and General Weighted Average

The result has a p-value of 0.268, which revealed that there is no statistically significant difference between family dynamics and the academic enthusiasm of respondents' level of agreement with family dynamics and the general weighted average. Since the value from the solution exceeds 0.05, it is therefore confirmed that family dynamics does not have a significant impact on academic achievement in terms of grade point averages among the respondents.

This result is aligned with the idea that students from supportive families can still underperform academically if they lack intrinsic motivation and effective study habits (Budiongan et al., 2024). Furthermore, Esteban (2024) found that parental involvement positively influences student engagement but noted that academic performance is more closely tied to students' personal effort and learning strategies.

The study proposed that family support must be complemented by an internal drive to yield measurable academic gains. In contrast, Barbarin and Aikens (2020) highlighted that stable and nurturing family environments contribute to cognitive development and school readiness, especially in early education, which may have long-term effects on academic outcomes.

The result of the significant difference between family dynamics and academic enthusiasm of students' level of agreement to family dynamics and general weighted average was presented in Table 5.2.



Table 5.2. Significant Difference between family dynamics and academic enthusiasm of students' Level of Agreement to Family Dynamics and General Weighted Average

Level of Agreement to Family Dynamics and General Weighted Average	F	Mean Rank	P-value	Decision for Ho	Conclusion
Very High	3	104.50	0.268	Accept Ho	Not significant
High	96	85.38			
Moderate	62	76.20			
Low	4	115.13			
Very Low	0	0			

Significant Relationship Between Profile and Family Dynamics: Age and the Level of Agreement with Family Dynamics

Findings analyzed the significant relationship between profile and family dynamics as to age and the level of agreement with family dynamics. The computed value was 0.92, which indicated the strength of the correlation among the respondents aged 20 to 40 who manifested a higher level of agreement with family dynamics. However, this limits the reliability and generalizability of the result since the data set includes only one respondent. In addition, the p-value was 0.314, which exceeds 0.05, indicating that the relationship is not statistically significant.

In the study of Zhao (2022), he suggested that older students often carry strong familial obligations that shape the family dynamics' perceptions, though they do not always influence academic enthusiasm. However, these obligations do not necessarily translate into increased academic enthusiasm. This aligns with findings from Oliveira et al. (2020), who emphasized that evolving family relationships mark emerging adulthood and that sociodemographic factors, including age, play a critical role in shaping family dynamics. Furthermore, studies revealed that family systems continue to influence individual development during this life stage, though perceptions may vary across generations. Conversely, Da Silva et al. (2023) highlighted how the digital age has disrupted traditional family dynamics, particularly through social media's role in exacerbating parental alienation. This suggests that age alone may not be a reliable predictor of agreement with family dynamics, as technological and cultural shifts increasingly mediate familial relationships.

The result of the significant relationship between profile and family dynamics: age and the level of agreement with family dynamics was presented in Table 6.1.

Table 6.1. Significant Relationship Between Profile and Family Dynamics: Age and the Level of Agreement with Family Dynamics

Age	G-Value	P	Decision	Conclusion
Level of Agreement to Family Dynamics	0.92	0.314	Accept Ho	Not Significant

Significant Relationship Between Profile and Family Dynamics: Sex and the Level of Agreement with Family Dynamics

The result examined the relationship between profile and family dynamics as to sex and the level of agreement with family dynamics. The computed value was 8.19, showing a p-value of 0.042, which is less than the conventional threshold of 0.05. This indicated a statistically significant relationship between sex and students' perception of family dynamics.

The result implied that males and females experience family interactions differently and have varied perceptions of family dynamics. It suggested that males and females differ meaningfully, as female students tend to be more sociable, relational, and emotional towards aspects of family life. In contrast, male students may be influenced by societal norms, personal experiences, and optimism (Molina Moreno et al., 2024). However, certain studies contest the concept of inflexible gender distinctions. Azarraga et al. (2021) discovered that when given thorough education and nurturing environments, both male and female students exhibited similar attitudes towards family and sexual health, indicating that contextual factors may supersede conventional gender norms.

Findings on the significant relationship between profile and family dynamics: sex and the level of agreement with family dynamics were presented in Table 6.2.

Table 6.2. Significant Relationship Between Profile and Family Dynamics: Sex and the Level of Agreement with Family Dynamics

Sex	G-Value	P	Decision	Conclusion
Level of Agreement to Family Dynamics	8.19	0.042	Reject Ho	Significant

Significant Relationship Between Profile and Family Dynamics: Family Monthly Income and the Level of Agreement to Family Dynamics

Data was analyzed to determine the relationship between profile and family dynamics, as well as the level of agreement with family dynamics and family monthly income. Based on the computed value of -0.07 with a p-value of 0.632, which obviously exceeds 0.05. This indicated a very weak negative relationship and a lack of statistical significance, and suggested that whether the respondent comes



from a lower or higher-income family, it does not significantly affect the level of agreement with family dynamics.

The result implies that family dynamics are not solely dependent on financial status. A recent study of Song, Liu, and Tan (2025) also suggested that the causal impact of family socioeconomic status on academic enthusiasm is much smaller than previously believed; rather, parental education and involvement were significant factors. Bag-ao and Dioso (2024) validated this argument by indicating that financial stability enhances overall family well-being. However, it does not inherently determine the quality of parent-child relationships or marital satisfaction. However, evidence from Hardy and Marcotte (2020) indicates that income volatility and poverty during adolescence can destabilize households and adversely impact educational outcomes and family cohesion. Their research underscores that although income may not directly influence perceptions of family dynamics, its indirect effects—such as stress, instability, and diminished access to resources—can affect family functioning, particularly during pivotal developmental stages.

Findings on the significant relationship between profile and family dynamics: family monthly income and the level of agreement to family dynamics were presented in Table 6.3.

Table 6.3. *Significant Relationship Between Profile and Family Dynamics: Family Monthly Income and the Level of Agreement to Family Dynamics*

<i>Family Monthly Income</i>	<i>G-Value</i>	<i>P</i>	<i>Decision</i>	<i>Conclusion</i>
Level of Agreement to Family Dynamics	-0.07	0.632	Accept Ho	Not Significant

Significant Relationship Between Profile and Family Dynamics: Parents’ Occupation and the Level of Agreement with Family Dynamics

Data examined a significant relationship between profile and family dynamics as to parents’ occupation and the level of agreement with family dynamics. The computed value was 8.36 with a p-value of 0.213, which exceeded 0.05. This indicated that there is no statistically significant relationship between the occupation of parents and how students perceive family dynamics.

The result implied that the nature of family relationships as experienced by students is more important than the specific type of parents’ occupation. Studies suggest that parental behaviors and expectations influenced students more than occupational status (Selvitopu & Kaya, 2023). Moreover, Jupakkal et al. (2024) discovered that socioeconomic factors, including income and education level, might impact academic performance; however, parental occupation did not significantly influence students’ perceptions of family life or school engagement. Nonetheless, Abalos et al. (2024) present a more complicated perspective, indicating that parental occupation may indirectly affect students’ career choices and aspirations. Their findings indicate that although occupation may not directly influence perceptions of family dynamics, it can impact students’ conceptualizations of their future societal roles, particularly when parents candidly share their professional experiences.

Result on significant relationship between profile and family dynamics: parents’ occupation and the level of agreement to family dynamics were presented in Table 6.4.

Table 6.4. *Significant Relationship Between Profile and Family Dynamics: Parents’ Occupation and the Level of Agreement with Family Dynamics*

<i>Parents’ Occupation</i>	<i>G-Value</i>	<i>P</i>	<i>Decision</i>	<i>Conclusion</i>
Level of Agreement to Family Dynamics	8.36	0.213	Accept Ho	Not Significant

Significant Relationship Between Profile and Family Dynamics: Parents’ Educational Attainment and the Level of Agreement with Family Dynamics

Findings analyzed the significant relationship between profile and family dynamics as to parents’ educational attainment and the level of agreement with family dynamics. Computed value was -0.14 with a p-value of 0.318, which exceeded 0.05. Statistically speaking, the gathered results indicated that the relationship is not significant, suggesting that differences in parental education of the respondents do not directly influence how they agree with the dynamics within the family. This proposed a weak inverse relationship between parents’ educational attainment and students’ level of agreement with family dynamics.

Recent research reinforces this viewpoint. In fact, UNICEF (2021) said that parental involvement, which is defined as being actively involved in a child’s academic and emotional growth, has a bigger effect on student outcomes than just having good grades. Bartolome et al. (2020) contended that cultural and social contexts influence parental involvement to a greater extent than formal education. Their examination of Filipino families indicated that relational warmth, communication, and consistent support were more indicative of favorable family dynamics than the parents’ educational background. However, evidence from Bag-ao and Dioso (2024) indicates that parental education can indirectly affect family dynamics by influencing values, expectations, and parenting styles. Their research indicated that elevated educational attainment correlated with more organized and purpose-driven parenting, potentially facilitating clearer family roles and responsibilities.

Findings on a significant relationship between profile and family dynamics: parents’ educational attainment and the level of agreement



to family dynamics were presented in Table 6.5.

Table 6.5. *Significant Relationship Between Profile and Family Dynamics: Parents' Educational Attainment and the Level of Agreement with Family Dynamics*

<i>Parents' Educational Attainment</i>	<i>G-Value</i>	<i>P</i>	<i>Decision</i>	<i>Conclusion</i>
Level of Agreement to Family Dynamics	-0.14	0.318	Accept Ho	Not Significant

Significant Relationship Between Profile and Family Dynamics: Living Arrangement and the Level of Agreement with Family Dynamics

The result analyzed the significant relationship between profile and family dynamics as to living arrangement and the level of agreement with family dynamics. The computed value was 12.13 with a p-value of 0.206, which exceeds 0.05. This indicated that there is no statistically significant relationship between students' living arrangements and the level of agreement with family dynamics. The accumulated result thus indicated that whether respondents are living with both parents, a single parent, or a guardian, it does not directly influence the perception of family dynamics. According to Waje (2021), what is more influential to academic enthusiasm is the quality of family interactions, communication, and the bond among family members. Likewise, Zareinia (2025) emphasized that parenting styles and communication patterns—rather than family structure—are essential factors influencing children's mental health and resilience. Conversely, certain studies indicate that living arrangements may indirectly influence family dynamics. Li (2025) observed that children in single-parent or blended families may encounter distinct stressors and role modifications that affect their emotional development. However, these effects are often lessened by having supportive relationships and flexible ways of talking to each other.

Findings on the Significant Relationship Between Profile and Family Dynamics: Living Arrangement and the Level of Agreement to Family Dynamics were presented in Table 6.6.

Table 6.6. *Significant Relationship Between Profile and Family Dynamics: Living Arrangement and the Level of Agreement with Family Dynamics*

<i>Living Arrangement</i>	<i>G-Value</i>	<i>P</i>	<i>Decision</i>	<i>Conclusion</i>
Level of Agreement to Family Dynamics	12.13	0.206	Accept Ho	Not Significant

Conclusions

The study concludes that senior high school students express a high level of agreement on parental involvement and financial support towards academic enthusiasm. Students' academic enthusiasm is high, as demonstrated by strong attendance and performance. Socio-demographic factors such as age, income, parental occupation, and education do not influence students' attendance and general weighted average. Sex correlates with academic enthusiasm as female students achieve a higher general weighted average compared to males. Students' level of agreement on family dynamics contributes to better attendance, though it does not directly impact the overall academic enthusiasm. Female students had a positive level of agreement on family dynamics since they experience family interactions differently and exhibit a higher general weighted average compared to male students. Findings highlighted the need to understand the cultural and contextual factors on the role of sex and level of agreement on family dynamics, indicating potential gender-based differences in influencing student behavior towards academic enthusiasm.

The findings support the following recommendations:

Parents should maintain active involvement and engage consistently in students' academics both at home and in school, since parental involvement boosts attendance and academic enthusiasm. Parents should also create a home environment that nurtures open communication and emotional support, which is seen to contribute positively to family dynamics, resonating with Klein and Sosu (2023) and Pinatil et al. (2022), who emphasize the significance of emotional support and active participation in academic achievement.

Guidance Counselors should implement a family dynamics assessment, which utilizes tools to assess students' level of agreement with family dynamics, since it is linked to better attendance and emotional well-being. Likewise, they should provide gender-specific support that recognizes female students' positive level of agreement with family dynamics and provide support to male students in building strong familial connections, as endorsed by Adewuyi (2024) and Gil (2024). Teachers should implement classroom practices that build emotional intelligence, especially among male students who may benefit from structured emotional support and remediation activities. Teachers should monitor attendance and intervene when early signs of disengagement patterns are observed. Curriculum planners should construct embedded family engagement modules that include content on family-school partnerships that emphasize the role of parental involvement in academic enthusiasm. Students may develop self-regulation skills by practicing time management, goal-setting, and emotional awareness to improve academic performance as suggested by the studies of Bag-Ao and Dioso (2024) and Calib-Og and Cabigas (2023).

The study further suggests the crafting of "Project S.A.F.E. (Support, Attendance, Family, Empowerment)" as a means to put these strategies into action. A Holistic Intervention for Senior High Success at Handumanan National High School" which aims to strengthen

family relationships, empower male students through mentorship and skill-building, and foster emotional resilience. Ugnayan Circle – A parent and student harmony workshop that aims to improve family communication and increase student attendance, which both parents and students will attend. It is a day of a workshop to be done every quarter. Lakas Lahi – A male empowerment program that aims to organize a mentorship program for male students on setting academic goals and enhancing study habits, which will be attended by male students and facilitated by male teachers, male peer facilitators, and guidance counselors. Students and facilitators will meet once a week. Tala Track – An individualized attendance monitoring and support for students that aims to create attendance contracts with incentives and conduct monthly home visitation to students with excessive absenteeism, which will be facilitated by the section counselors and forwarded to the Barangay Education Committee for home visitation. It is an ongoing activity throughout the school year. Project S.P.A.C.E. / Special Program with Assistance Care and Enrichment – An innovation proposed by the researcher that aims to implement remediation classes two weeks before the examination to help students at risk of dropping out with the missed lessons, which the teachers and school administrators will facilitate. It will be done every Thursday and Friday, two weeks before the quarterly examination.

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