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# PARENTS' STRATEGIES AND PROCESSES ON THE STUDENT'S ACADEMIC BEHAVIOR AND ACHIEVEMENT

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**ABSTRACT**

*This study investigates the effects of parent's strategies and processes on students' behavior and achievement in private schools. It seeks to find and answer the level of parent's strategies, parents' processes, student's academic behavior, and student's achievement. The significant effect of parents' strategies and processes on student's academic behavior and student's achievement were evaluated.*

*Descriptive design and quantitative approach is utilized to analyze the data systematically. A survey and a self-made questionnaire using a 5-point Likert scale are used. The respondents of the study involved one hundred (100) parents of students in private schools located in Pila, Laguna.*

*The study revealed that the level of learner's parent's strategies and parent's processes are classified as Very High. Results also show that the student's academic behavior are at a Very High level. Concerning the level of student's achievement in terms of grades was Outstanding. It is also found that the parents' strategies and processes have significant effect on student's academic behavior and the effect of parents' strategies and processes on student's achievement was demonstrated to be not significant.*

*It is revealed that there is significant effect between parent's strategies and processes on student's academic behavior; hence, the hypothesis is rejected. Schools and teachers should cooperate to provide a suitable learning environment, involve parents in learning activities, and fund parental training programs as additional studies expose effective strategies. It was also concluded that there is no significant effect between parents' strategies and processes on student's achievement; therefore, the hypothesis is accepted. Schools and educators should reevaluate their strategies for including parents, considering factors such as the effectiveness of instruction, the availability of resources, student motivation, the influence of peers, and socioeconomic position. An individualized approach may yield better results as students respond differently to support, highlighting the necessity for a more focused method.*

*Based on the result of the study, it was recommended that school administrators may design programs or workshops that aims to educate parents about effective strategies and processes that can positively influence their children's academic outcomes. Teachers may provide resources or suggestions for parents on how they can actively engage in their child's learning process and collaborate with parents to set academic goals and track progress, ensuring alignment between home and school expectations. Addition to this, parents may implement strategies at home that promote positive academic behavior, such as establishing routines, setting achievable goals, and providing a conducive study environment.*

**KEYWORDS:** *parent's strategies and processes; students' behavior; private schools*

## 1. INTRODUCTION

To facilitate the academic success of children, it is imperative to have a robust network of educators, given the substantial student population. The active participation of parents in their children's education enhances the overall atmosphere of the school, enhances the content of the curriculum, leverages a wide range of family abilities, and invigorates teachers. Dedicated parents have a crucial role in imparting life skills such as communication, organization, and goal-setting to children. Although most people believe that parents' and the community's participation improves their kids' academic success, applying this information might be difficult.

According to Mytton (2014), children thrive when there is constructive partnership and open lines of communication between home and school. Parents that take an active role in their children's education and academic performance do so in both the home and the classroom. Parental interest and involvement in their children's education can serve as a foundation for their children's motivation to learn and improve their academic performance.

The researcher examined the parents' strategies and processes on the student's academic behavior and achievement. This study can help parents, teachers, and administrators understand their roles in student performance, improve parent-school outcomes, and illustrate data for school partnership programs. This shows how parents and school staff view parental engagement and examines approaches to improve parent-school communication and interaction to improve student academic success. The data will help teachers and administration create a successful parental involvement and academic achievement plan.

### *1.1 Statement of the Problem*

Specifically, this study sought to answer the following questions:

1. What is the level of student's parent's strategies in terms of:

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1.1. goal setting;
1.2. self-regulation; and
1.3. effective study techniques?

2. What is the level of student's parent's processes with regards to:
2.1. time management;
2.2. application of knowledge; and
2.3. collaborative learning?

3. What is the level of student's academic behavior relative to:
3.1. communication;
3.2. engagement; and
3.3. motivation?

4. What is the level of a student's achievement in terms of Grades?

5. Do parent's strategies and processes have a significant effect on a student's academic behavior?

6. Do parent's strategies and processes have a significant effect on a student's achievement?

## 2. METHODOLOGY

This study employed a descriptive correlational research design incorporating qualitative method. McCombes (2019) defines descriptive research as studies that aim to characterize a population in some way. It does this through collecting information, which is then utilized to address various questions regarding who, when, and why particular elements of a population are relevant. This is accomplished through the process of gathering information. The results of descriptive research can be analyzed for correlations in order to discover the relationships between the various elements.

## 3. RESULTS AND DISCUSSION

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions further characterized the parent strategies, parent's processes, student's academic behavior and achievement.

**Level of Learner's Parent's Strategies**

The level of learner's parent's strategies in terms of goal setting, self-regulation and effective study techniques were treated statistically using mean and standard deviation.

Table 1 illustrates the level of learner's parent's strategies in terms of goal setting as well as the statements, mean, standard deviation, remarks and verbal interpretation.

The parents strongly agree that they perceive setting goals as a valuable skill that contributes significantly to their child's growth and development. The mean and standard deviation (M = 4.60 and SD = 0.60) suggest a level of the learner's parent's strategies in terms of goal setting. On the other hand, the parents agree that they regularly communicate with their child about the progress and adjustments needed to achieve their goals. While the mean and standard deviation are slightly lower (M = 4.35 and SD = 0.74), it still indicates a level of the learner's parent's strategies in terms of goal setting.

The level of learner's parent's strategies in terms of goal setting attained a weighted mean score of 4.46 and a standard deviation of 0.71, verbally interpreted as *very high* among the respondents.

**Table 1**. Level of Learner's Parent's Strategies in Terms of Goal Setting

| *As a parent I…..* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *…actively participate in helping my child set clear and achievable goals.* | 4.44 | 0.73 | Strongly Agree |
| *…regularly communicate with my child about the progress and adjustments needed in their goals.* | 4.35 | 0.74 | Strongly Agree |
| *…believe in encouraging my child to take ownership of their goal-setting process.* | 4.49 | 0.72 | Strongly Agree |
| *…feel confident in guiding my child to break down larger goals into manageable steps.* | 4.41 | 0.78 | Strongly Agree |
| *…perceive setting goals as a valuable skill contributing significantly to my child's growth and development.* | 4.60 | 0.60 | Strongly Agree |

*Weighted Mean = 4. 46*
*SD = 0.91*
*Verbal Interpretation = Very High*

The level of learner's parent's strategies in terms of goal setting attained a weighted mean score of 4.46 and a standard deviation of 0.71, verbally interpreted as *very high* among the respondents. Therefore, parents are actively engaged in helping their children set and achieve goals, which is crucial for academic success and personal growth.

Table 2 shows the level of learner's parent's strategies in terms self-regulation.

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**Table 2**. Level of Learner's Parent's Strategies in Terms of Self-Regulation

| *As a parent I…..* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *…actively teach my child techniques to manage their emotions and behavior in challenging situations.* | 4.18 | 0.78 | Agree |
| *…consistently reinforce the importance of self-control and impulse management to my child.* | 4.43 | 0.69 | Strongly Agree |
| *…involve my child in creating and following routines to promote self-discipline.* | 4.48 | 0.70 | Strongly Agree |
| *...believe in guiding my child to set personal goals and work towards achieving them independently.* | 4.48 | 0.70 | Strongly Agree |
| *…provide opportunities for my child to make decisions and solve problems on their own, encouraging self-reliance.* | 4.43 | 0.73 | Strongly Agree |

*Weighted Mean = 4.40*
*SD = 0. 72*
*Verbal Interpretation = Very High*

Both statements have a high level of perception that parents are involved in creating and following routines to promote self-discipline (M = 4.48, SD = 0.70), as well as that they believe in guiding their children to set personal goals and work towards achieving them independently (M = 4.48, SD = 0.70). Furthermore, parents agreed that they actively teach their child techniques to manage their emotions and behavior in challenging situations, got the lowest mean score (M=4.18, SD=0.78).

The level of the learner's parent's strategies in terms of self-regulation had a weighted mean score of 4.40, and the standard deviation was 0.72. This indicated that the level of parents' strategies was very high among the respondents. This implies that there appears to be a relationship between self-regulation and the strategies adopted by parents.

Table 3 illustrates the level of learner's parent's strategies in terms of effective study techniques.

**Table 3**. Level of Learner's Parent's Strategies in Terms of Effective Study Techniques

| *As a parent I…..* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *…actively assist my child in identifying and utilizing effective study methods that suit their learning style.* | 4.22 | 0.84 | Strongly Agree |
| *...regularly encourages my child to organize their study materials and create structured study schedules.* | 4.28 | 0.68 | Strongly Agree |
| *…believe in guiding my child to set clear academic goals and develop plans to achieve them.* | 4.48 | 0.69 | Strongly Agree |
| *…am confident in supporting my child to review and consolidate their learning through various study techniques (e.g., summarizing, practice tests).* | 4.26 | 0.86 | Strongly Agree |
| *…perceive the development of good study habits as critical to my child's academic success and future learning.* | 4.38 | 0.71 | Strongly Agree |

*Weighted Mean = 4.32*
*SD = 0.76*
*Verbal Interpretation = Very High*

The majority of parents believe in guiding their child to set clear academic goals and develop plans to achieve them (M=4.48, SD=0.69). They also strongly agreed that they actively assist their child in identifying and utilizing effective study methods that suit their child's learning style (M=4.22, SD=0.84).

The level of learner's parent's strategies in terms of effective study techniques secured a weighted mean score of 4.32 and a standard deviation of 0.76 and was Very High among the respondents. Parents are perceived to play a significant and successful role in assisting their children with effective study techniques, which is essential for academic success.

**Level of Parent's Processes**

The level of parents' processes with regards to time management, application of knowledge, and collaborative learning was treated statistically using the mean and standard deviation.

Table 4 illustrates the level of parent's processes with regards to time management as well as the statements, mean, standard deviation, remarks and verbal interpretation.

Parents strongly agreed that they feel confident in helping their child identify and eliminate time-wasting habits (M=4.44, SD=0.69), and they believed in teaching their child prioritization skills to manage tasks efficiently (M=4.40, SD=0.75). Furthermore, parents agreed that they actively involve their child in creating schedules or routines to manage their daily activities (M=4.36, SD=0.79).

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The level of parents' processes with regard to time management obtained a weighted mean score of 4.39 and a standard deviation of 0.73 and was Very High among the respondents. This implies that time management is a factor in parents' processes that affect students' behavior and achievement.

**Table 4**. Level of Parent's Processes with Regards to Time Management

| *As a parent I…..* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *…consistently model and encourage effective time management practices for my child.* | 4.37 | 0.71 | Strongly Agree |
| *…actively involve my child in creating schedules or routines to manage their daily activities.* | 4.36 | 0.79 | Strongly Agree |
| *…believe in teaching my child prioritization skills to manage tasks efficiently.* | 4.40 | 0.75 | Strongly Agree |
| *…feel confident in helping my child identify and eliminate time-wasting habits.* | 4.44 | 0.69 | Strongly Agree |
| *…recognize the significance of time management skills in shaping my child's overall success and future endeavors.* | 4.39 | 0.72 | Strongly Agree |

*Weighted Mean = 4.39*
*SD = 0.73*
*Verbal Interpretation = Very High*

Table 5 illustrates the level of parent's processes with regards to application of knowledge as well as the statements, mean, standard deviation, remarks and verbal interpretation.

Parents expressed a high level of agreement in actively encouraging their children to apply what they learn in real-life situations (M=4.50, SD=0.70). In addition, parents also agreed that they recognize the importance of teaching their child how to transfer knowledge learned in one context to solve problems in different scenarios (M=4.38, SD=0.78) and that they feel confident in guiding their child to connect theoretical learning with practical experiences (M=4.38, SD=0.69).

**Table 5**. Level of Parent's Processes with Regards to Application of Knowledge

| *As a parent I…..* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *…actively encourages my child to apply what they learn in real-life situations.* | 4.50 | 0.70 | Strongly Agree |
| *…regularly discuss with my child how they can use their knowledge beyond the classroom.* | 4.43 | 0.74 | Strongly Agree |
| *…believe in fostering a learning environment that promotes practical application of acquired knowledge.* | 4.41 | 0.73 | Strongly Agree |
| *…feel confident in guiding my child to connect theoretical learning with practical experiences.* | 4.38 | 0.69 | Strongly Agree |
| *…recognize the importance of teaching my child how to transfer knowledge learned in one context to solve problems in different scenarios.* | 4.38 | 0.78 | Strongly Agree |

*Weighted Mean = 4.42*
*SD = 0.73*
*Verbal Interpretation = Very High*

The level of parents' processes with regards to application of knowledge had a weighted mean score 4.42, and the standard deviation was 0.73. This indicated that the level of parents' processes was Very High among the respondents.

The majority of parents believe in fostering an environment at home that supports sharing and discussing ideas with their family members (M= 4.44, SD=0.73) as well as they feel confident in guiding their child to effectively communicate and collaborate with their child's classmates on academic tasks (M=4.43, SD=0.74). In addition, parents agreed that they actively encourage their child to engage in group activities or projects that involve teamwork and collaboration (M = 3. 86, SD= 1.06).

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**Table 6**. Level of Parent's Processes with Regards to Collaborative Learning

| *As a parent I…..* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *…actively encourage my child to engage in group activities or projects that involve teamwork and collaboration.* | 3.86 | 1.06 | Agree |
| *…believe in fostering an environment at home that supports sharing and discussing ideas with peers or family members.* | 4.44 | 0.73 | Strongly Agree |
| *…feel confident in guiding my child to effectively communicate and collaborate with classmates on academic tasks.* | 4.43 | 0.74 | Strongly Agree |
| *…recognize the value of collaborative learning experiences in enhancing my child's overall academic growth and achievement.* | 4.47 | 0.67 | Strongly Agree |
| *…actively seek opportunities for my child to engage in activities that promote collaborative problem-solving and group discussions.* | 4.28 | 0.77 | Strongly Agree |

*Weighted Mean = 4.30*
*SD = 0.80*
*Verbal Interpretation = Very High*

The level of parent's processes with regards to collaborative learning attained a weighted mean score of 4.30 and a standard deviation of 0.80 and was Very High among the respondents. This implies that collaborative learning has a huge effect in student's academic behavior as parent's processes.

**Level of Student's Academic Behavior**

The level of students' academic behavior relative to communication, engagement, and motivation was treated statistically using the mean and standard deviation.

Table 7 illustrates the level of student's academic behavior relative to communication as well as the statements, mean, standard deviation, remarks and verbal interpretation.

**Table 7**. Level of Student's Academic Behavior Relative to Communication

| *As a parent my child…..* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *…actively engages in discussions during classroom activities or group projects to communicate their ideas effectively.* | 4.37 | 0.73 | Strongly Agree |
| *…feels confident in seeking clarification from teachers or classmates when faced with academic challenges.* | 4.28 | 0.82 | Strongly Agree |
| *…participates in extracurricular activities or clubs that encourage communication and collaboration among peers.* | 4.38 | 0.76 | Strongly Agree |
| *…demonstrates the ability to articulate their thoughts and opinions coherently during presentations or debates in school.* | 4.15 | 0.80 | Agree |
| *…perceives effective communication with teachers and peers as crucial for their academic success and learning experience.* | 4.28 | 0.81 | Strongly Agree |

*Weighted Mean = 4.29*
*SD = 0.78*
*Verbal Interpretation = Very High*

Parents have a high level of agreement that their children participate in extracurricular activities or clubs in which encourages their communication and collaboration skills among peers (M=. 4.38, SD=0.76). They also confirmed that their children were actively engaging in discussion during classroom activities or group projects which leads them to communicate their ideas effectively (M=4.37, SD=0.73). In addition, they also agreed that their children demonstrate the ability to articulate their thoughts and opinions coherently during presentations or debates in school (M=4.15, SD=0.80.)

The level of student's academic behavior relative to communication had a weighted mean score of 4.20, and the standard deviation was 0.78.

Table 8 illustrates the level of student's academic behavior relative to engagement as well as the statements, mean, standard deviation, remarks and verbal interpretation.

The level of student's academic behavior relative to engagement secured a weighted mean score of 4.31 and a standard deviation of 0.78, and was Very High among the respondents' learners.

Parents strongly agreed that their child engages in extracurricular activities or projects that relates to their academic interests (M=4.42, SD= 0.77). They also confirmed that their child actively participates in class discussions and shows interest in learning new topics (M=4.32, SD= 0.74) as well as demonstrates enthusiasm and curiosity when faced with

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challenging academic tasks (M=4.23, SD=0.78).

**Table 8**. Level of Student's Academic Behavior Relative to Engagement

| *As a parent my child…..* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *…actively participates in class discussions and shows interest in learning new topics.* | 4.32 | 0.74 | Strongly Agree |
| *…willingly spends extra time outside of school hours to explore academic subjects beyond what is required.* | 4.28 | 0.81 | Strongly Agree |
| *…demonstrates enthusiasm and curiosity when faced with challenging academic tasks.* | 4.23 | 0.78 | Agree |
| *….engages in extracurricular activities or projects that relate to their academic interests.* | 4.42 | 0.77 | Strongly Agree |
| *…sees the value in being fully involved and engaged in their schoolwork to achieve academic success.* | 4.32 | 0.82 | Strongly Agree |

*Weighted Mean = 4.31*
*SD = 0.78*
*Verbal Interpretation = Very High*

Table 9 illustrates the level of student's academic behavior relative to motivation as well as the statements, mean, standard deviation, remarks and verbal interpretation.

Most of the parents says that their children actively seek opportunities to improve their knowledge and skills in various subjects (M=4.67, SD=1.12) and demonstrates enthusiasm and eagerness to learn new concepts and subjects (M=4.45, SD=0.76). Addition to this, their children set challenging yet achievable academic goals for them also (M=4.10, SD=0.80).

**Table 9**. Level of Student's Academic Behavior Relative to Motivation

| *As a parent my child…..* | *MEAN* | *SD* | *REMARKS* |
|---|---|---|---|
| *…demonstrates enthusiasm and eagerness to learn new concepts and subjects.* | 4.45 | 0.76 | Strongly Agree |
| *…sets challenging yet achievable academic goals for themselves.* | 4.10 | 0.80 | Agree |
| *…perseveres through academic challenges and setbacks without losing motivation.* | 4.34 | 0.77 | Strongly Agree |
| *…actively seeks opportunities to improve their knowledge and skills in various subjects.* | 4.67 | 1.12 | Strongly Agree |
| *…believes that their efforts and hard work directly impact their academic success.* | 4.24 | 0.85 | Strongly Agree |

*Weighted Mean = 4.16*
*SD = 0.86*
*Verbal Interpretation = Very High*

The level of student's academic behavior relative to motivation obtained a weighted mean score of 4.16 and a standard deviation of 0.86 and was Very High among the respondents' learners.

**Level of a Student's Achievement**

In the present study, the academic achievement of the students in terms of grades are evaluated on the basis of their overall grade average for first and second quarter.

Table 10 displays the level of a student's achievement in terms of grades. The level of a student's achievement in terms of grades was treated statistically using mean and standard deviation.

**Table 10**. Level of a Student's Achievement in terms of Grades

| Grades | Frequency | Percentage | Remarks |
|---|---|---|---|
| 90-100 | 65 | 65.00% | Outstanding |
| 85-89 | 29 | 29.00% | Very Satisfactory |
| 80-84 | 6 | 6.00% | Satisfactory |
| 75-79 | 0 | 0.00% | Fairly Satisfactory |

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| | | | |
|---|---|---|---|
| Below 75 | 0 | 0.00% | Did Not Meet Expectation |
| *Weighted Mean = 90.00 SD=2.90* | 100 | 100% | Outstanding |

Out of 100 students, the grades "90-100" received the highest frequency, with sixty-five (65) respondents accounting for 65.00% of the total sample population and remarked as *Outstanding*. This was followed by the grades "85-89" with a frequency of twenty-nine (29) respondents, comprising 29.00% of the total sample population, and remarked as *Very Satisfactory*. Meanwhile, the grades "80-84, 75-79 and below 75" received zero (0) responses, making up 0.00% of the total sample population, and were remarked as *Satisfactory, Fairly Satisfactory and Did Not Meet Expectation*.

Overall, the level of a student's achievement in terms of grades attained the weighted mean of 90.00 and standard deviation of 2.90 and was verbally interpreted as *Outstanding* among respondents. This implies that most of the learners generally perform better academically.

**Significant Effect of Parent's Strategies and Processes on Student's Academic Behavior**

To test the significant effect of parent's strategies and processes on student's academic behavior in terms of communication, engagement and motivation rate was treated statistically using Jamovi 2.3.28 using the regression analysis.

**Table 11.** Significant Effect of Learner's Parent's Strategies and Processeson Student's Academic Behavior

| Parents' Strategies | | Learners' Academic Behavior | | |
|---|---|---|---|---|
| | | **Communication** | **Engagement** | **Motivation** |
| Goal Setting | Regression Analysis | .197** | .291** | .138** |
| | t | 2.067 | 2.767 | 1.355 |
| | Sig. | 0.041 | 0.007 | 0.179 |
| | N | 100 | 100 | 100 |
| Self-Regulation | Regression Analysis | .138** | .056** | -.033** |
| | t | 1.226 | 0.453 | -0.276 |
| | Sig. | 0.223 | 0.056 | 0.783 |
| | N | 100 | 100 | 100 |
| Effective Study Techniques | Regression Analysis | .290** | .116** | .342** |
| | t | 2.842 | 1.054 | 3.135 |
| | Sig. | 0.006 | 0.295 | 0.002 |
| | N | 100 | 100 | 100 |
| Time Management | Regression Analysis | .040** | -.229** | .068** |
| | t | -0.394 | -2.038 | 0.618 |
| | Sig. | 0.695 | 0.044 | 0.538 |
| | N | 100 | 100 | 100 |
| Application of Knowledge | Regression Analysis | .067** | .441** | .139** |
| | t | 0.685 | 3.925 | 1.285 |
| | Sig. | 0.495 | 0.001 | 0.202 |
| | N | 100 | 100 | 100 |
| Collaborative Learning | Regression Analysis | .214** | .024** | .146** |
| | t | 1.649 | 0.167 | 1.072 |
| | Sig. | 0.103 | 0.868 | 0.286 |
| | N | 100 | 100 | 100 |

*Note: *p < .001*

The table shows the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included six predictor variables: goal setting, self-regulation, effective study techniques, time management, application of knowledge and collaborative learning.

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In terms of communication, the results revealed that 50.60% of the variance is explained by the six predictors, F (6, 93) =12.90, p<.001. Specially, goal setting (B=.197, t=2.067, p<.041) and effective study techniques (B=.290, t=2.842, p.006) are both positively affect with student's academic behavior in terms of communication. On the other hand, self-regulation (B=.138, t=1.223, p.223), time management (B=.040, t=-0.394, p.695), application of knowledge (B=.067, t=0.685, p.495) and collaborative learning (B=.214, t=1.649, p.103) are not significantly affected by outcome variable.

This implies that goal setting and effective study techniques positively influence students' academic behavior in terms of communication, as evidenced by their statistically significant effects. However, self-regulation, time management, application of knowledge, and collaborative learning do not show significant effects on communication behavior. This suggests that while certain aspects of parental strategies may impact communication skills, other factors may play a more prominent role in influencing these specific behaviors.

Second, in terms of engagement, the results revealed that 40.00% of the variance is explained by the six predictors, *F* (6, 93) =10.4, *p*<.001. Specially, *goal setting (B*=.291, *t*=2.767, *p*<.007) and *application of knowledge (B=.441*, *t*=3.925, *p*<.001) are both positively affect with student's academic behavior in terms of engagement while *time management (B*=-*.229*, *t*=-2.038, *p*.044) is negatively affect with student's academic behavior in terms of engagement. On the other hand, *self-regulation (B=.056*, *t*=0.453, *p*.056), *effective study techniques (B*=.116, *t*=1.054, *p*.295) and *collaborative learning (B=.214*, *t*=1.649, *p*.103) are not significantly affected by outcome variable.

This implies that the predictors of goal setting and application of knowledge positively influence student engagement, whereas time management has a negative effect. Specifically, goal setting and application of knowledge significantly contribute to student engagement, while time management plays a detrimental role in this aspect. However, self-regulation, effective study techniques, and collaborative learning do not significantly impact student engagement, suggesting that other factors may influence these behaviors.

Lastly, in terms of motivation, the results revealed that 43.70% of the variance is explained by the six predictors, *F* (6, 93) =12.0, *p*<.001. Specially, *effective study techniques (B*=.342, *t*=3.175, *p*.002) is positively affect with student's academic behavior in terms of motivation. On the other hand, *goal setting (B*=.138, *t*=1.355, *p*<.179), *self-regulation (B=-0.33*, *t*=-0.276, *p*.783), *time management (B=.068*, *t*=-0.618, *p*.538), *application of knowledge (B=.140*, *t*=1.285, *p*.202) and *collaborative learning (B=.146*, *t*=1.072, *p*.286) are not significantly affected by outcome variable.

This implies that effective study techniques positively influence student motivation, as indicated by a significant regression coefficient. However, goal setting, self-regulation, time management, application of knowledge, and collaborative learning do not significantly impact student motivation in this context. These findings suggest that while effective study techniques play a crucial role in motivating students, other factors may have a limited influence on their motivation levels.

**Significant Effect of Parent's Strategies and Processes on Student's Achievement**

To test the significant effect of parent's strategies and processes on student's achievement in terms of grade was treated statistically using jamovi 2.3.28 using the regression analysis.

The table shows the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included six predictor variables: goal setting, self-regulation, effective study techniques, time management, application of knowledge and collaborative learning.

**Table 12.** Significant Effect of Parent's Strategies and Processes on Student's Achievement in Terms of Grade

| **Parents' Strategies** | | Grades |
|---|---|---|
| Goal Setting | t-value | .794** |
| | p-value | 0.429 |
| | N | 100 |
| Self-Regulation | t-value | .288** |
| | p-value | 0.774 |
| | N | 100 |
| Effective Study Techniques | t-value | .233** |
| | p-value | 0.816 |
| | N | 100 |
| Time Management | t-value | 1.263 |
| | p-value | 0.210 |
| | N | 100 |
| Application of Knowledge | t-value | 1.238 |
| | p-value | 0.219 |
| | N | 100 |

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| | | |
|---|---|---|
| Collaborative Learning | t-value | -.206 |
| | p-value | 0.837 |
| | N | 100 |

In terms of communication, the results revealed that 14.60% of the variance is explained by the six predictors, *F* (6, 93) =2.66, *p*.020. All predictor variables, *goal setting* (*B*=.100, *t*=.794, *p*<.429), *self-regulation* (*B*=*.043*, *t*=.288, *p*.774), *effective study techniques* (*B*=.031, *t*=.233, *p*.816), *time management* (*B*=*.170*, *t*=1.263, *p*.210), *application of knowledge* (*B*=*.166*, *t*=1.238, *p*.219) and *collaborative learning* (*B*=.-*.035*, *t*=-.206, *p*.837) are not significantly affected by outcome variable.

## 4. CONCLUSION AND RECOMMENDATIONS

The following conclusion was arrived at after taking into account all of the aforementioned findings: first, concerning the effect between parent's strategies and processes on a student's academic behavior, there are likely other factors at play that also influence these variables. Thus, the null hypothesis 1 stating that "There is significant effect between parent's strategies and processes on student's academic behavior" is rejected.

Additionally, despite theoretical expectations regarding the positive influence of parental strategies and processes on student achievement, the lack of clear empirical evidence suggests the presence of various contributing factors. Consequently, the researcher concludes that null hypothesis 2 is accepted, claiming that there is no significant effect between parent's strategies and processes on student's achievement.

The following recommendations are from the findings and conclusions:

1. School administrators may design programs or workshops that aims to educate parents about effective strategies and processes that can positively influence their children's academic outcomes. They may foster collaboration between school administrators, teachers, and parents to create a supportive learning environment that promotes student success.
2. Teachers may provide resources or suggestions for parents on how they can actively engage in their child's learning process and collaborate with parents to set academic goals and track progress, ensuring alignment between home and school expectations.
3. Parents may implement strategies at home that promote positive academic behavior, such as establishing routines, setting achievable goals, and providing a conducive study environment.

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