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MEDIATING EFFECT OF PERCEIVED PARENTAL INVOLVEMENT ON THE CORRELATION BETWEEN BEHAVIORAL ISSUES AND STUDY HABITS

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ABSTRACT

Poor study habits are an educational challenge. This study determined the mediating effect of perceived parental involvement on the correlation between behavioral issues and study habits. Mediation analysis was employed. Survey questionnaires were administered to 100 Kindergarten to Grade 3 public school teachers selected through simple random sampling. Findings revealed that perceived parental involvement does not mediate the correlation between behavioral issues and study habits, denying the Ecological Systems Theory. This study may be replicated in other locales and involve other groups of respondents to validate the results. Other factors other than parental involvement that may impact the relationship between behavioral issues and study habits warrant further exploration.

KEYWORDS: *Mediating Effect Of Perceived Parental Involvement, Correlation Between Behavioral Issues And Study Habits*

CHAPTER 1

Introduction

The Problem and Its Setting

Students' learning outcomes declined globally due to poor study habits (UNESCO, 2024). A study habit is a person's routine of devoting a specific amount of time and attention to learning. Sadly, many students lack the proper skills for effective study habits (Saranya, 2024). Students from rural areas have poor study habits, unlike those from urban settings (Kausar, 2024). In addition, Liao et al. (2021) revealed that higher-performing students exercised more effective study habits than their lower-performing counterparts.

Research conducted across different regions highlighted the prevalence of poor study habits. In Ireland, Clarke et al. (2021) reported that students experienced an increase of 91% in the difficulty of their study routines. In Nigeria, students face challenges related to ineffective study habits (Chukwu et al., 2022). In Norway, Svartdal et al. (2022) stated that students have poor study habits that lead to avoidance of academic work.

Furthermore, in the Philippines, the study of Barcenas and Bibon (2022) showed that in Albay Province, students practiced the least pre-class reviews, reading, and examination preparation. Similarly, a study in Manila showed that students have poor study habits and have not fostered a positive attitude toward effective learning (Cuizon et al., 2022).

Consequently, students with poor study habits are more likely to have low academic performance (Aljaffer et al., 2024). Another study revealed that students who do not adopt healthy learning habits are more likely to fail academically than their peers (Saranya, 2024). These findings highlighted that appropriate study methods have contributed positively to students' academic achievement (Kohansal et al., 2023).

Although many studies have focused on the relationship between study habits and academic performance (Tus et al., 2020; Labrador et al., 2024; Kaur & Singh, 2020), limited attention has been given to the connection between behavioral issues and study habits, as well as the potential influence of parental involvement. This research aimed to address that gap by examining how parental involvement mediated this relationship. The findings were intended to inform strategies for integrating behavioral and academic interventions to support learners more effectively.

Significance of the Study

The study may help improve educational outcomes in the Philippines by supporting teachers with practical strategies for managing behavioral issues and fostering positive study habits, thereby enhancing the quality of the learning environment. Parental involvement played a key role in addressing educational gaps, which led to greater equity among learners. It may also strengthen family-school collaboration, enhanced educational partnerships, and empowered students to perform better, contributing to a more competent and skilled workforce. Moreover, innovations in the educational landscape prompted policymakers to support improved student performance. These accomplishments paved the way for the advancement of educational sustainability, with a continued focus on quality education, equality, and innovation. This approach contributed to developing a more equitable and accessible learning environment for all students.

Statement of the Problem

This study aimed to determine the mediating effect of perceived parental involvement on the correlation between behavioral issues and study habits. Specifically, it achieved the following objectives:

1. To assess the levels of behavioral issues in terms of prosocial behavior, hyperactivity, and conduct problems; the level of perceived parental involvement in terms of parental love and

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guidance, parent-teacher communication, and participation in school activities; and the level of study habits in terms of homework and assignments, time management, study period, and test preparation.
2. To examine the significance of the correlation between behavioral issues, perceived parental involvement, and study habits.
3. To analyze the significance of the mediating effect of perceived parental involvement on the relationship between behavioral issues and study habits.

Hypotheses

The hypotheses were tested at a 0.05 level of significance.

Ho1: There was no significant relationship between behavioral issues, study habits, and perceived parental involvement.

Ho2: Perceived parental involvement did not significantly mediate the relationship between behavioral issues and study habits.

Theoretical Framework

The study was grounded in Urie Bronfenbrenner's Ecological Systems Theory (1977). According to Evans (2024), this theory emphasizes that a hierarchy of interconnected environmental systems shapes an individual's development. These systems included the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The microsystem comprises immediate environments like family, school, and peers, directly influencing a child's growth. The mesosystem highlighted the relationships between these microsystems, illustrating how interactions across different settings impacted development. The exosystem included broader social influences, such as local governments and media, that affected the child indirectly. The macrosystem encompasses cultural values and societal conditions that shaped development on a larger scale. Lastly, the chronosystem considers expected and unexpected life transitions and environmental shifts.

While the theory encompassed five systems, this study focused on the first two components: the microsystem and mesosystem. Behavioral issues, indicated by prosocial behavior, hyperactivity, and conduct problems (Speyer et al., 2023), and study habits, which encompassed homework and assignments, time management, study periods, and test preparation (Kuku & Alade, 2017), corresponded closely to the microsystem component of the theory. Consequently, children's interactions within the home and school environments significantly affected their personality, particularly regarding their behaviors and ability to develop effective study habits.

On the other hand, perceived parental involvement, indicated by parental love and guidance, parent-teacher communication, and participation in school activities (Santillan et al., 2023), played a crucial role within the mesosystem component of the theory, as it connected the home and school environments. The interaction between the microsystem and mesosystem was crucial for understanding the mediating effect of parental involvement on a child's behavioral issues and study habits.

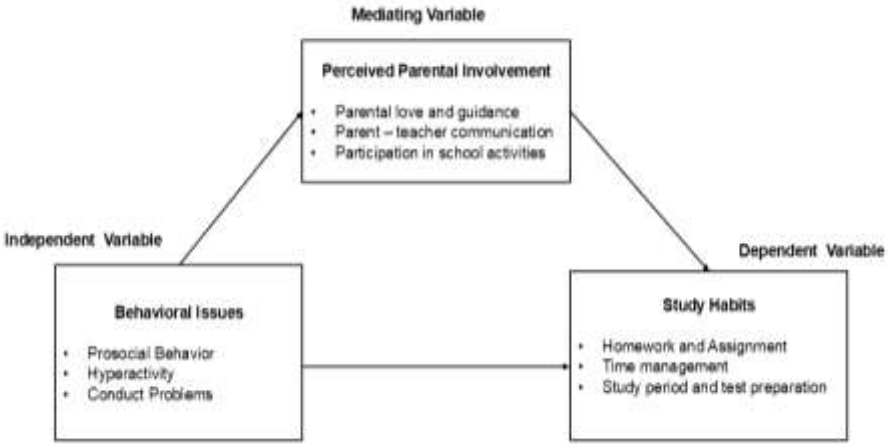


Figure 1. Conceptual Framework of the Study

CHAPTER 2

Methodology

In this chapter, the methodologies of the study were outlined. These methodologies include research design, locale of the study, sampling and sampling technique, research instrument, data gathering procedure, data analysis, and ethical considerations.

Research Design

The research utilized a descriptive correlational design along with a mediation analysis approach. It studied the behavioral issues, study habits, and the mediation influence of perceived parental involvement. Bhandari (2021) stated that the correlational research design examines the relationships among the selected variables without applying control or manipulation over the study participants. It measured the influence and the relationship between two or more variables. Additionally, mediation analysis

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determined whether the impact of an exposure on an outcome operated through one or more intermediary variables, known as mediators (Cintron et al., 2021).

Locale of the Study

The research was undertaken in selected public elementary schools in the Division of Davao de Oro. The data collected from these schools helped understand the relationships between behavioral issues, parental involvement, and study habits and were thus relevant to the study.

Sample and Sampling Technique

The sample population in this study consisted of Kindergarten and Grade 3 teachers from selected public primary schools in the Division of Davao de Oro. A total of 100 participants were selected randomly using a random number generator. This method guaranteed that every teacher had an equal probability of selection. This simple random sampling method minimized selection bias and enhanced the generalizability of the results (Daniel, 2012). According to Etikan and Bala (2017), simple random sampling was appropriate when all subjects met the eligibility criteria, as in this study. The sample size of 100 was considered adequate for valid statistical analysis as it followed the recommendations of Gay et al. (2012), who suggested this number for sample size in educational research.

The inclusion criteria required participants to be currently employed Kindergarten to Grade 3 teachers with at least one year of teaching experience in public elementary schools within the Mabini District. Teachers with less than one year of experience or those from private schools or other divisions were excluded to maintain the study's focus and ensure data relevance. This selection process strengthened the validity of the findings by limiting potential confounding variables (Patiño & Ferreira, 2018).

Research Instrument

The first variable in this study was students' behavioral issues, which were measured using the Strengths and Difficulties Questionnaire (SDQ). The SDQ included five scales, each containing five items that covered various emotions and behaviors for children aged 4 to 16 (Goodman, 1997). The SDQ demonstrated satisfactory validity and reliability across all groups, including different informants, child genders, and parental education levels (Mieloo et al., 2012). For this study, the researcher focused on three relevant scales: prosocial behavior, hyperactivity, and conduct problems, as they were the most pertinent to measuring students' behavioral issues. The Likert scale below was used to analyze the results:

Level	Mean Interval	Descriptive Level	Descriptive Interpretation
5	4.20 – 5.00	Very High	Behavioral issues are extremely extensive.
4	3.40 – 4.19	High	Behavioral issues are very extensive.
3	2.60 – 3.39	Moderate	Behavioral issues are extensive.
2	1.80 – 2.59	Low	Behavioral issues are less extensive.
1	1.00 – 1.79	Very Low	Behavioral issues are not extensive.

The second variable in this study was perceived parental involvement, which was assessed using the Parental Involvement Scale (PIS) based on teacher observations. The PIS was a questionnaire designed to evaluate the extent of parental engagement in their child's education.

Through the Exploratory Factor Analysis (EFA), the scale was reduced from 60 items to 33, leading to the formation of four distinct constructs: Parental Love and Guidance (15 items), Parent-Teacher Communication (8 items), Participation in School Activities (6 items), and Parental Satisfaction (4 items). The analysis indicated that these constructs enhanced and stimulated parental involvement and facilitated positive learning outcomes (Santillan et al., 2023). In this research, the author examined the three central constructs: parental love and guidance, parent-teacher communication, and participation in school activities. The Likert scale below was utilized to analyze the results:

Level	Mean Interval	Descriptive Level	Descriptive Interpretation
5	4.20 – 5.00	Very High	Parental involvement is excellent.
4	3.40 – 4.19	High	Parental involvement is very good.
3	2.60 – 3.39	Moderate	Parental involvement is good.
2	1.80 – 2.59	Low	Parental involvement is poor.
1	1.00 – 1.79	Very Low	Parental involvement is very poor.

Moreover, the third variable in this study was students' study habits. The researchers adapted the Study Habit Inventory (SHI) instrument by Bakare (1977). This tool was also used in the study of Kuku and Alade (2017) to assess students' learning habits across five subdivisions. However, in this study, the researcher utilized only three subdivisions: homework and assignments (5 items), time management (6 items), and study period and test preparation (7 items). The researcher extracted the essential items relevant to the study and rephrased them from the teachers'

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perspective. The Likert scale below was used to analyze the results:

Moreover, the experts validated the research instrument used in this study. Also, outside of the main sample, which consisted of 100 respondents, 30 teachers from public primary schools from Kindergarten to Grade 3 were utilized for pilot testing the SDQ, PIS, and SHI to evaluate these instruments. This assessment analyzed the methods' feasibility, cost, and effectiveness to ensure the relevance of the data captured. Insights gleaned from this evaluation and the collected feedback highlighted the necessary changes to be implemented before completing the full study with the primary sample.

The validation of the instruments indicated that the average score was 4.72, demonstrating content validity as the instruments met the required standard. Additionally, content reliability was measured through Cronbach's alpha coefficients, yielding .716 for behavioral issues, .896 for perceived parental involvement, and .941 for study habits, all of which fell within the acceptable to excellent range (Tavakol & Dennick, 2011).

Data Gathering Procedure

Level	Mean Interval	Descriptive Level	Descriptive Interpretation
5	4.20 – 5.00	Very High	Pupils' study habits are excellent.
4	3.40 – 4.19	High	Pupils' study habits are very good.
3	2.60 – 3.39	Moderate	Pupils' study habits are good.
2	1.80 – 2.59	Low	Pupils' study habits are poor.
1	1.00 – 1.79	Very Low	Pupils' study habits are very poor.

Asking for permission to conduct the study. The Society of Moral Integrity and Legal Ethics (SMILE) approved the researcher's work with the endorsement from the Office of the Dean of the Graduate School. A permission letter was sent to the Schools Division Superintendent of the Department of Education of Davao de Oro Division. Following the approval from the SDS, the letter was submitted to the school principals, which enabled endorsement of the execution of the survey questionnaire with the targeted participants.

Administration and retrieval of questionnaires. Before conducting the survey, the researcher acquired informed consent by holding in-person briefings that outlined the study's purpose, the respondents' rights, and the potential advantages of participation, as well as signing the informed consent documents. The researcher then administered the survey, ensuring that all clarifications were addressed, and upon completion, the questionnaires were retrieved for data entry and analysis.

Gathering and tabulation of data. After encoding all survey responses into computerized spreadsheets for the organization, statistical analysis was performed on the data, accompanied by a thorough interpretation of the outcomes to uncover critical insights that ultimately led to the conclusions and recommendations.

Data Analysis

The *weighted mean* assessed behavioral issues such as prosocial behavior, hyperactivity, and conduct problems. It also evaluated perceived parental involvement, including parental love and guidance, parent-teacher communication, and participation in school activities. Furthermore, study habits regarding homework and assignments, time management, study periods, and test preparation were evaluated.

Standard deviation was used to assess the variability within the respondents' answers for the key variables of the study: behavioral issues, perceived parental involvement, and study habits. This measure assessed variability among individual scores and overall mean values, providing insight into respondents' perception and behavior consistency.

Pearson r was utilized to assess the correlation between behavioral issues, study habits, and perceived parental involvement.

Furthermore, the mediation impact of parental involvement on the correlation between behavioral issues and study habits was analyzed using *AMOS (Analysis of Moment Structures).* With AMOS, the direct and indirect interactions among the variables could be graphically represented and systematically examined, enhancing the comprehension of the interplay among the variables. Its ability to calculate the model fit indices also affirmed the accuracy and precision of the proposed mediation model within the study.

In *measuring the strength of the correlatio*n, this study utilized the standard scheme. For the *r-value*, this scheme is used:

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Computed r	*Descriptive Interpretation*
+/- 1.00	Perfect correlation
Between *+/- 0.75 - +/- 0.99*	High correlation
Between *+/- 0.51 - +/- 0.74*	Moderately high correlation
Between *+/- 0.31 - +/- 0.50*	Moderately low correlation
Between *+/- 0.01 - +/- 0.30*	Low correlation
0.00	No correlation

In *measuring the statistical significance of the results*, the significance level of 0.05 was used. It indicates that if $p>0.05$, the results are extremely low, less than 5% of the time. This means that the null hypothesis is rejected; hence, the results are statistically significant. On the other hand, if the $p<0.05$, the results are extremely more than 5% of the time. This means the null hypothesis is accepted; hence, the results are not statistically significant.

Ethical Considerations

Maintaining confidentiality and privacy was paramount in this study. Anonymization was applied to all data sets, and personal identifiers that could link to any specific individual were removed from the analysis and reporting. Consent was secured from every teacher, outlining the goal of the research, the information pertinent to them, and their option to withdraw without any consequences. Data had been protected using encryption, along with physically locked storage. Furthermore, the thesis was examined by the Society of Moral Integrity and Legal Ethics (SMILE) to ensure compliance with the ethical policies of conducting research.

CHAPTER 3

Results

The results of the study are presented in this chapter. The tabular presentation was arranged in the sequence of the statement of the problem in Chapter 1. Likewise, the presentation of the results specifically includes the descriptive analysis, correlation analysis, mediation analysis, and summary of findings.

Descriptive Analysis

Table 1 is the descriptive table. It contains the variables included in the study, namely, behavioral issues, perceived parental involvement, and study habits. The corresponding indicators of these variables are also presented. Furthermore, the table also contains the number of samples, standard deviation, mean, and the corresponding descriptive level.

Table 1 shows that the behavioral issues variable obtained a mean of 2.77, which was described as moderate. This indicates that the students' behavioral issues, as rated by their teacher, are extensive. The three indicators of this variable obtained the corresponding mean, described as low, high, and moderate, respectively. Moreover, the perceived parental involvement variable obtained a mean of 3.94, which was described as high. It indicates that parental involvement is very good as perceived by their teacher. All its indicators obtained a corresponding mean, which was described as high. Finally, the study habits variable obtained a mean of 3.01, which was described as moderate. It indicates that the students' study habits, as rated by their teacher, are good. The three indicators of study habits obtained corresponding means, described as low, moderate, and high, respectively.

Table 1. Descriptive Table

Variables and Indicators	N	Std. Deviation	Mean	Descriptive Level
Behavioral Issues	**100**	.48	2.77	**Moderate**
Prosocial Behavior		.91	2.20	Low
Hyperactivity		.56	3.50	High
Conduct Problems		.60	2.63	Moderate
Perceived Parental Involvement	**100**	.50	3.94	**High**
Parental Love and Guidance		.59	3.85	High
Parent-Teacher Communication		.59	3.92	High
Participation in School Activities		.59	4.04	High
Study Habits	**100**	.58	3.01	**Moderate**
Homework and Assignment		1.01	2.40	Low
Time Management		.60	2.89	Moderate
Study Period and Test Preparation		.60	3.75	High

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Correlation Analysis

Table 2 is the correlation table. It contains the pair of relationships of the variables, namely, behavioral issues and perceived parental involvement, perceived parental involvement and study habits, and behavioral issues and study habits.

Table 2 shows that the correlation between behavioral issues and perceived parental involvement obtained a p-value of 0.862, which is greater than 0.05 degree of confidence; hence, the null hypothesis was accepted. It indicates that the correlation between these two variables is not significant. Furthermore, this correlation obtained an r-value of -.015, indicating a low strength of correlation.

On the other hand, the correlation between perceived parental involvement and study habits obtained a p-value of 0.100, which is greater than 0.05 degree of confidence; hence, the null hypothesis was accepted. It indicates that the correlation between these two variables is not significant. Furthermore, this correlation obtained an r-value of 0.145, indicating a low strength of correlation. Finally, the correlation between behavioral issues and study habits obtained a p-value of 0.000, which is less than 0.05 degree of confidence; hence, the null hypothesis was rejected. It indicates that the correlation between these two variables is significant. Furthermore, this correlation obtained an r-value of 0.592, indicating a moderately high strength of correlation.

Table 2. Correlation Table

Pair of the Relationships of the Variables	r-value	p-value	Decision on Ho	Interpretation
Behavioral Issues and Perceived Parental Involvement	-0.015	0.862	Accept Ho	Not Significant
Perceived Parental Involvement and Study Habits	0.145	0.100	Accept Ho	Not Significant
Behavioral Issues and Study Habits	0.592**	0.000	Reject Ho	Significant

Mediation Analysis

Table 3 is the mediation table. It contains the path estimates between the pair of relationships of the variables in the study and its mediation estimates through the computed indirect, direct, and total effects. The standard error (SE), critical ratio (CR), p-values, interpretations of significance, and mediation are also presented.

Table 3. Mediation Table

Path Estimates		Estimate	S.E.	C.R.	p	Interpretation	Mediation
Behavioral Issues →	Parental Involvement (a)	-0.016	0.090	-0.175	0.861	Not Significant	
Perceived Parental Involvement →	Study Habits (b)	0.179	0.081	2.208	0.027	Significant	No Mediation
Behavioral Issues →	Study Habits (c)	0.707	0.083	8.532	0.000	Significant	

Mediation Estimates

Effect	Label	Estimate	S.E.	C.R.	p	
Indirect	**a x b**	0.003	0.031	0.097	0.895	Not Significant
Direct	**c**	0.707	0.083	8.532	0.000	Significant
Total	**c + a x b**	0.710	0.088	8.031	0.000	Significant

Table 3 shows the path estimates of the pair of relationships of the variables in the study. First, the *path a,* which represents the behavioral issues and parental involvement, obtained an estimated value of -0.016, standard error of 0.090, and critical ratio of -0.175, which further obtained a p-value of 0.861, which is greater than 0.05 degree of confidence. Thereby, it indicates that this relationship is not statistically significant. Second, the *path b,* which represents the perceived parental involvement and

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study habits, obtained an estimated value of 0.179, a standard error of 0.081, critical ratio of 2.208, which further obtained a p-value of 0.027, which is less than 0.05 degree of confidence. Thereby, it indicates that this relationship is statistically significant. Lastly, the *path c,* which represents the behavioral issues and study habits, obtained an estimated value of 0.707, a standard error of 0.083, critical ratio of 8.532, which further obtained a p-value of 0.000, which is less than 0.05 degree of confidence, thereby indicating that this relationship is statistically significant.

Additionally, Table 3 shows the mediation estimates of the pair of relationships of the variables in the study. First, the indirect effect obtained an estimated value of 0.003, a standard error of 0.031, critical ratio of 0.097, which further obtained a p-value of 0.895, which is greater than 0.05 degree of confidence. Thereby, it indicates that this relationship is not statistically significant. Next, the direct effect, obtained an estimated value of 0.707, a standard error of 0.083, critical ratio of 8.532, which further obtained a p-value of 0.000, which is less than 0.05 degree of confidence. Thereby, it indicates that this relationship is statistically significant. Third, the total effect, obtained an estimated value of 0.710, standard error of 0.088, and critical ratio of 0.031, which further obtained a p-value of 0.000, which is less than 0.05 degree of confidence, thereby indicating that this relationship is statistically significant.

Summary of Findings

1. The levels of students' behavioral issues are extensive; the perceived parental involvement is very good, and the study habits are good.
2. There is a low level of significance of the correlation between behavioral issues and perceived parental involvement, as well as perceived parental involvement and study habits. While a moderately high strength of significance of the correlation was found between behavioral issues and study habits.
3. Perceived parental involvement does not significantly mediate the relationship between behavioral issues and study habits.

CHAPTER 4

Discussion

The results of the study are discussed vis-à-vis the findings of previous studies conducted and published. Furthermore, the conclusion and the recommendations based on the conclusion are also presented here.

Extensive Level of Students' Behavioral Issues

The result of this study revealed that students' level of behavioral issues is extensive, which affirms the study of Flores et al. (2022) that students with heightened behavioral issues are observed in the classroom. However, this finding denied the study of Alakashee et al. (2022), indicating that no significant behavioral problems were revealed among students.

Very Good Levels of Perceived Parental Involvement

The result of this study revealed that perceived parental involvement is very good. This finding supports the study of Olivar and Naparan (2023) in Pagadian City, Philippines, that parents are highly involved in parenting, learning at home, decision-making, and even school information demographics. Similarly, this result is consistent with the study of Takashiro and Clarke (2021), which found that parents were highly committed to expressing affection through their involvement in their children's education. Another study revealed that students have high parental involvement in their learning journey, where their parents considered education the sole means for achieving success (Benamir & Oliver, 2024). Conversely, the result of this study denied the findings of Maimad et al. (2024) in Tarragona, Davao Oriental, Philippines, that there is low parental involvement when it comes to decisions related to children's learning at home, volunteering, and participating in school activities. Studies show that parental involvement differs in all situations (Yang et al., 2023).

Good Levels of Students' Study Habits

The result of this study revealed that students' study habits are good. This finding corroborates the study of Lagutin et al. (2020) that 95.5% of the students in Zamboanga City dedicated two to four hours to studying their lectures using different strategies, wherein the majority of students' study habits were found to be average. Consistent with this finding, Jafari et al. (2019) reported that 81.3% of students were at a moderate level. Likewise, this result affirms the study of Tus et al. (2020), highlighting that students' study habits are within an average range.

In contrast, this result contradicts the study of Tagud and Valle (2023), which revealed that students in Gingoog City, Misamis Oriental, exhibited high study habits and positive academic performance. Also, this finding is not relevant to the study of Labrador et al. (2024), which highlighted that several students in Davao de Oro demonstrated high levels of study habits in terms of time management, reading, note-taking, examinations, and memorization. To put it forth, David et al. (2024) added that the study habits of students varied based on their goals.

Low Strength of Significance of the Correlation between Behavioral Issues and Perceived Parental Involvement

The result of the study revealed a low strength of significance of the correlation between behavioral issues and perceived parental involvement. The result of this study affirms the study of Ogg and Anthony (2019), which states that there is no strong one-way or two-way relationship between parent involvement and student externalizing behavior. Additionally, this finding supports Parmans and Nathans (2022), who posited that parental involvement does not strongly influence students' problem behaviors.

Moreover, this finding contradicts the study of Hyder and Anbar (2025), which reveals that parental involvement regulates the behavior and discipline of the learners. In the same way, the result

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is denied by Caridade et al. (2020), indicating that students' behavioral issues were reduced when parents were actively involved in their children's education. This result further negates the study of Lambert et al. (2021), which provides evidence that active parental involvement can alleviate the adverse effects of students' behavioral challenges.

Low Strength of Significance of the Correlation between Perceived Parental Involvement and Study Habits

The result of the study revealed a low strength of significance of the correlation between perceived parental involvement and study habits. Significantly, Kaur and Singh (2020) stated that study habits and academic performance are relative. This finding affirms the study of Maimad et al. (2024) that there was little to no statistical link between the involvement of parents in their students' learning journey. Even though parents exhibited minimal participation in their learning activities at home and involvement in school activities, the students still displayed high academic achievement.

The results of this study are also consistent with the study of Espina et al. (2024), revealing that engaged parents who help children with their schoolwork and attend school meetings do not seem to influence the learners' academic behavior. As the study claimed, parental involvement was relatively high but did not substantially influence the students' academic performance (Maghanoy et al., 2025). However, this result contradicts the study of Hyder and Andbar (2025), stating that parent involvement accelerates the development of a positive attitude toward studying and learning among students. Similarly, Pinatil et al. (2022) also linked parental supervision to improved academic achievement.

Moderately High Strength of Significance of the Correlation Exists between Behavioral Issues and Study Habits

The results of this study revealed that there is a moderately high strength of significance of the correlation between behavioral issues and study habits. This finding corroborates Zhao et al. (2025), revealing that children's internalizing and externalizing behavioral issues negatively influence their study habits. Consistent with the findings of the study, Hong et al. (2022) noted that student behavioral problems have a direct detrimental impact on their academic performance. In contrast, the result of this study denied the study of Namalata (2024), which highlighted that behavioral issues like disruptive behavior and study habits have no significant relationship.

Perceived parental involvement does not mediate the relationship between behavioral issues and study habits

The results of this study revealed that perceived parental involvement has no mediating effect on the relationship between behavioral issues and study Habits. Since the indirect path is not significant and the direct path remains strong and unchanged, this confirms that perceived parental involvement does not mediate this relationship. This implies that behavioral issues directly impact students' study habits, regardless of parental involvement. Moreover, the results of this research could not identify any published literature that could either affirm or deny based on what was found. In other words, there are no studies focused on this finding. Regardless, the absence of existing literature creates a gap in this research.

Conclusion

Based on the results of the study, it is concluded that perceived parental involvement does not significantly mediate the relationship between behavioral issues and study habits. This result denies the Ecological Systems Theory, which explains that the hierarchy of interconnected environmental systems shapes an individual's development, particularly in the microsystem and mesosystem components. The exosystem, macrosystem, and chronosystem are excluded in this affirmation.

Recommendation

Based on the conclusion of the study, it is recommended that schools may implement behavior management programs and initiatives to regulate students' behavioral issues while teaching effective study habits. Consequently, this study may be replicated in other locales and involve other groups of respondents to validate the results. Other factors other than parental involvement that may impact the relationship between behavioral issues and study habits warrant further exploration.

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