



LEARNING ROUTINE AND PARENTAL ENGAGEMENT IN RELATION TO REGIONAL ACHIEVEMENT MEASURE (RAM): BASES FOR A DEVELOPMENT PLAN

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ABSTRACT

This study aimed to determine the learning routine and parental engagement in relation to the Regional Achievement Measure (RAM) of school learners. The descriptive-survey method of research was used to determine the level of learning routine and the extent of parental engagement in relation to the RAM of learners. The antecedent variables for this study were the number of siblings, parents' employment status, birth order, and parents' educational attainment. The learners' learning routine and parental involvement were considered as independent variables. The respondents' RAM result during the school year 2024-2025 was utilized as dependent variable. The learners of the study were the 299 stratified chosen learners of the District of San Joaquin North. The data needed in this study were gathered using two validated instruments, namely: questionnaire-checklist for learners' information data and questionnaire-checklist for learners' routine and parental engagement. Learners' RAM was taken from the Division of Iloilo. Frequency count, percentage, mean and standard deviation were employed in descriptive statistics. The tools were used to determine the number and percentage of respondents per category. For inferential statistics, the Chi-

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Square Test of Independence for Association was utilized to ascertain significant association and relationship for learning routine, parental engagement and RAM. Findings revealed that the level of routine in terms of number of siblings, parents employment status, birth order and parents' educational attainment was "moderately high." Considering the extent of parental engagement, generally, "moderately high" parental engagement was perceived. The Regional Achievement Measure of learners was identified as "low proficient." A significant association existed in the level of learning routine when respondents were classified according to number of siblings, birth order and parents' educational attainment. No significant association was noted when classified into parents' employment status. A significant association was noted in the level of parental engagement when the respondents were classified according to number of siblings, parents' employment status and educational attainment. However, the extent of parental engagement was related to birth order. Finally, the level of learning routine was not associated to parental involvement and to RAM, while parental engagement was associated with Regional Achievement Measure (RAM) of learners. It is recommended that the learners must improve their learning routine and parental engagement for this is the way in improving the Regional Achievement Measure test. Learners and parents are encouraged to develop a learning routine as well as parental engagement to improve performance in Regional Achievement Measure (RAM). Finally, the findings of the study were the bases of the Development Plan.

Keywords: *Learning routines, parental engagement, Regional Achievement Measure*

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INTRODUCTION

Learning routines and parental engagement are fundamental to academic success, particularly in the development and mastery of learning competencies, because they help learners build consistent study habits, manage time effectively, comprehend lessons deeply, complete assignments diligently, and apply knowledge independently (Subang and Asparin, 2025). Tiniakou et al. (2018) showed that learners with strong learning routines, supported by active parental monitoring, demonstrate greater focus, perseverance, self-regulation, and the ability to transfer learning to real-life situations. Likewise, the Programme for International Student Assessment (PISA) 2022 results affirmed that structured home learning environments are positively associated with overall achievement, with parental involvement emerging as a strong predictor of sustained academic performance (Temiz et al., 2025). These findings suggest that strengthening learning routines through parental engagement is essential to improving learner outcomes.

In the Philippine context, correlation between learning routines and parental support is highly evident, especially among Grades 5 and 6 learners. Thus, weak learning routines and limited parental support can negatively affect their performance in foundational subjects such as Science, Mathematics, and English (Canonizado, 2025; Malagum, 2025). In this regard, the Regional Achievement Measure (RAM) serves as an important regional assessment in DepEd Region VI that measures learners' achievement in key learning areas and identifies competency gaps that require intervention. The results of RAM provide baseline data for school, division, and regional planning and guide teachers and administrators in designing

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programs, projects, and activities that can improve learners' performance and promote more targeted instruction.

This concern is similarly highlighted by the Second Congressional Commission on Education (Edcom 2), which documented Filipino learners' proficiency plummeting from 30.52% in Grade 3 to just 0.47% by Grade 12, citing DepEd data from 2023-2025 that traces this decline to failures in mastering foundational competencies like letter recognition, basic reading, and simple numeracy during early schooling (Santos et al., 2025). In the classroom context, these weaknesses are evident when learners fail to submit or finish tasks on time because they have not developed consistent study habits. Without routines for organizing materials, managing time, reviewing lessons, and keeping track of deadlines, learners become easily distracted and unable to keep up with classroom expectations. As a result, assignments, projects, and other school requirements are often unfinished or submitted late, affecting both academic performance and learner confidence.

A problem exists in parental engagement. Parents play a vital role in reinforcing study habits, monitoring school tasks, and creating a supportive home environment, yet when they do not regularly check assignments, encourage reading, or guide their children in completing schoolwork, learners often become less motivated, less disciplined, and less responsible in meeting academic demands. This lack of support commonly leads to weak study routines, unfinished tasks, and poor classroom performance. In addition, parental disengagement may contribute to emotional and behavioral difficulties, as children who receive little academic guidance at home may feel less valued, less confident, and less prepared to face school

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challenges. Distractions such as excessive gadget use, lack of a quiet study space, and limited supervision further weaken learners' focus and delay academic progress (Amerol and Basmayor, 2025).

In response to these pressing concerns, this research aimed to determine the levels of learning routines and parental engagement in relation to RAM performance among Grade 5 and 6 learners in the District of San Joaquin North, serving as basis for a comprehensive development plan that addresses existing gaps and promotes improved academic achievement among learners.

MATERIALS AND METHODS

This chapter includes the following parts: (1) Research Design, and (2) Methodology.

Research Design

This study aimed to determine the learning routines of learners and the extent of parental engagement in relation to their performance on the Regional Assessment Measure (RAM) for learning activities.

This study utilized the descriptive correlational research design. According to McCombes (2022), descriptive research design aims to accurately and systematically describe a population, situation, or phenomenon. It can answer what, where, when, and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables.

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Further, descriptive research is very useful when conducting research where it aims to identify characteristics, frequencies, trends, correlations, and categories. It likewise describes a population, situation, or phenomenon being studied. It focuses on answering the questions of how, what, when, and where rather than why.

Respondents of the Study

The respondents were 299 Grades V and VI learners from 15 elementary schools in the Schools District of San Joaquin North, San Joaquin, Iloilo. They were selected through stratified random sampling using Slovin's Formula.

Birth order was included as a key antecedent variable due to its well-documented influence on academic performance and family dynamics in educational research, particularly in resource-constrained Philippine households (Sucgang and Fabella, 2018). As the eldest often assumes leadership roles with heightened parental expectations and responsibilities (e.g., tutoring siblings), they may experience greater academic pressure but also more supervised study time. Middle children, squeezed between siblings, might receive diluted parental attention and resources, potentially leading to lower motivation or self-regulated learning. Youngest children, conversely, often benefit from concentrated family investments but risk overprotection or complacency. These patterns align with resource dilution theory and birth order effects observed in Filipino studies (e.g., higher achievement among firstborns in large families), justifying its examination alongside siblings, parental employment, and education to unpack family structure's role in RAM outcomes.

The data are shown in Table 1.

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Table 1

Profile of Grade Five and Grade Six Learners of 15 Elementary Schools in the District of San Joaquin North Classified According to Category of Variables

Category	Frequency (f)	Percentage (%)
Number of Siblings		
1 – 2	136	45.48
3 – 4	101	33.78
5 and above	62	20.74
Total	299	100.00
Parents' Employment Status		
Employed	88	29.43
Unemployed	112	37.46
Underemployed	99	33.11
Total	299	100.00
Birth Order		
Eldest	121	40.47
Middle	91	30.43
Youngest	87	29.10
Total	299	100.00
Parents' Educat'l. Attainment		
College Graduate	86	28.76
College Level	96	32.11
High School Graduate	64	21.40
High School Level	32	10.70
Elementary Graduate	12	4.01
Elementary Level	9	3.01
Total	299	100.00

As shown in Table 1, of 299 respondents when classified according to number of siblings, 136 or 45.48% had 1 to 2 siblings; 101 or 33.78% had 3 to 4 siblings and 62 or 20.74% had 5 and above siblings.

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Considering parents' employment status, 88 or 29.43% were employed; 112 or 37.46% were unemployed and 99 or 33.11% were underemployed.

For birth order, 121 or 40.47% were eldest; 91 or 30.43% were middle, 87 or 29.10% were youngest children.

Finally, as to parents' educational attainment, 86 or 28.76% were college graduates; 96 or 32.11% at the college level; 64 or 21.40% were high school graduates; 32 or 10.70% were at the high school level; 12 or 4.01% were elementary graduates and 9 or 3.01% were at the elementary level.

Data Gathering Instrument

The checklist-questionnaire was designed to gather the required data from the learners. Its items were adapted from relevant literature and studies, with modifications made to align with the objectives of the present study.

The questionnaire consisted of three parts. Part I, gathered personal data from the learners, including name, grade level, number of siblings, parents' employment status, birth order, and parents' educational attainment. Part II, elicited information on their learning routines. Part III, assessed the extent of parental engagement in their children's learning activities. Learners' RAM results were obtained from the School Division of Iloilo records. The research instruments were used to determine the learning routine and parental engagement and described as very high, high, moderately high, low and very low.

Responses for learning routines and parental engagement were measured using a five-point Likert scale.

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Table 2

Rating Scale and Range of Means for Learning Routine of the Respondents

Rating	Scale	Descriptions
5	4.21 - 5.00	Very High
4	3.41 – 4.20	High
3	2.61 – 3.40	Moderately High
2	1.81 – 2.60	Low
1	1.00 – 1.80	Very Low

Table 3

Rating Scale and Range of Means for Parental Engagement of the Respondents

Rating	Scale	Descriptions
5	4.21 - 5.00	Very High
4	3.41 – 4.20	High
3	2.61 – 3.40	Moderately High
2	1.81 – 2.60	Low
1	1.00 – 1.80	Very Low

Table 4

Percentage Rating Scale for Regional Achievement Measure (RAM) and Descriptions

Scale	Description
90 – 100	Highly Proficient
75 – 89	Proficient
50 – 74	Nearly Proficient

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25 – 49	Low Proficient
0 – 24	Not Proficient

The Regional Achievement Measure (RAM) results of learners were considered as highly proficient if within the scale of 90-100, proficient if within 75-89, nearly proficient if within 50-74, low proficient if within 25-49 and not proficient if within scale 0-24.

Validation and Reliability of the Instrument

To ensure the validity of the data-gathering instrument, copies were sent to three (3) experts for content and face validation. These jurors evaluated the instrument's external attributes to confirm its suitability for measuring learners' performance. As Good and Hatt (1952) explain, jury validation involves confirmation from field experts. The jurors assessed each questionnaire item for relevance, and their suggestions were incorporated to refine the instrument. Since all jurors deemed every item relevant, the instrument was declared valid.

Following validation, the instrument was pilot-tested on 30 Grade V and Grade VI learners (15 from each grade) at San Joaquin South Central Elementary School in the Schools District of San Joaquin South, San Joaquin, Iloilo. These learners were not part of the main study. The results were analyzed for reliability.

Item analysis determined the difficulty index as the proportion of upper-group learners answering correctly, with acceptable indices ranging from 0.30 to 0.70 for teacher-made tests (Asaad and Hailaya, 2004). The discrimination index was calculated as the proportion of

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upper-group learners getting an item right minus the lower-group proportion (Asaad and Hailaya, 2004).

The instrument yielded a reliability coefficient of 0.81, indicating high reliability and confirming its suitability for use.

Data Gathering Procedure

In the conduct of the study, a letter of permission was secured from the Schools Division Superintendent, Schools District Supervisor and school principals/heads. The questionnaire was administered personally by the researcher to the Grade V and Grade VI learners. All identified learners were given the chance to fill in the questionnaire. After they finished answering, the researcher retrieved them through their advisers. The learners answered the checklist-questionnaire for learning routine and parental engagement. Regarding the learners Regional Achievement Measure (RAM) records, these were taken from the data submitted to the Schools Division of Iloilo Office in La Paz, Iloilo City.

Ethical Considerations

Ethical principles were strictly observed throughout the study to protect the participants' rights, welfare, and confidentiality. The following measures were implemented:

The researcher submitted a formal letter of permission, signed by the research adviser, to the Public Schools District Supervisor of the District of San Joaquin North and to the school administrators of the 15 participating elementary schools, requesting approval to administer the questionnaire-checklists on learners' profile, learning routines, and parental engagement.

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An orientation session was conducted for the 299 Grade V and VI learners to explain the study's purpose, procedures, voluntary nature, potential benefits (e.g., insights for improving RAM performance), minimal risks (e.g., time commitment), data confidentiality, and utilization of results for educational recommendations. Informed consent forms were distributed and required signatures from parents/guardians before data collection proceeded.

Questionnaires were administered during non-instructional periods, coordinated with school administrators to avoid disrupting classes or school activities. All data, including RAM scores were anonymized, stored securely, and used solely for research purposes, with no individual identifiers reported.

Data Analysis Procedure

The data obtained in this study were subjected to the following statistical analyses:

Frequency count and Percentage. These were used to describe the distribution of learners by number of siblings, parents' employment status, birth order, and parents' educational attainment.

Mean. This was employed to determine the level of learning routines and parental engagement.

Standard deviation. This was utilized to test the homogeneity and heterogeneity of the means.

Kruskal-Wallis H Test. This non-parametric test was applied for inferential analysis to compare differences across groups.

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Spearman rho Coefficient Correlation. This was used to determine the relationship between learning routines, parental engagement, and RAM performance.

All statistical tests were conducted at the 0.05 level of significance using SPSS version 22.

RESULTS AND DISCUSSIONS

This study aimed at determining the learning routine and parental engagement in relation to Regional Achievement Measure (RAM) of school learners

Specifically, it sought to answer the following questions:

1. What is the level of learning routine of learners when taken as an entire group and when classified into number of siblings, parents' employment status, birth order, and parents' educational attainment?
2. What is the extent of parental engagement in the learning activities of learners when taken as an entire group and when classified into number of siblings, parents' employment status, birth order, and parents' educational attainment?
3. What is the RAM performance of learners when taken as an entire group and when classified into number of siblings, parents' employment status, birth order, and parents' educational attainment?
4. Is there a significant association in the level of learning routine of learners when classified into number of siblings, parents' employment status, birth order, and parents' educational attainment?

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5. Is there a significant association in the extent of parental engagement in the learning activities learners when classified into number of siblings, parents' employment status, birth order, and parents' educational attainment?

6. Is RAM significantly related to the learning routine and parental engagement of learners?

The following were the hypotheses of the study:

1. There is no significant association in the level of learning routine of learners when classified into number of siblings, parents' employment status, birth order, and parents' educational attainment.

2. There is no significant association in the level of parental engagement in the learning activities of learners when classified into number of siblings, parents' employment status, birth order, and parents' educational attainment.

3. RAM is not significantly related to the learning routine and parental engagement.

The descriptive-survey method of research was used in this study to find out the level of learning routine and the extent of parental engagement in relation to RAM of learners.

The antecedent variables for this study were the number of siblings, parents' employment status, birth order, and parents' educational attainment. The learners' learning routine and parental involvement were considered as independent variables.

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The respondents' RAM during the school year 2024-2025 was utilized as dependent variable.

The respondents of the study were the 299 Grade V and Grade VI learners of 15 elementary schools of the Schools District of San Joaquin-North selected through stratified sampling.

The data needed in this study were gathered using two validated instruments namely: questionnaire-checklist for learners' information data, questionnaire-checklist for learners' routine and parental involvement. Learners' RAM result was taken from the records of Schools Division of Iloilo.

Frequency count, percentage, mean and standard deviation were employed in descriptive statistics. For inferential statistics, the Chi-Square Test of Independence for Association was utilized to ascertain significant association and relationship.

The findings of the present investigation were:

1. The level of learning routine of school learners was rated "moderately high" (overall $M=3.32$, $SD=0.513$). This was consistent across classifications: as to number of siblings (1–2 siblings $M=3.38$, $SD=0.551$; 3–4 siblings $M=3.31$, $SD=0.648$; 5 and above siblings $M=3.27$, $SD=0.539$), as to parents' employment status (employed $M=3.36$, $SD=0.495$; unemployed $M=3.14$, $SD=0.438$; self-employed $M=3.38$, $SD=0.492$), as to birth order (eldest $M=3.28$, $SD=0.474$; middle $M=3.31$, $SD=0.444$; youngest $M=3.40$, $SD=0.526$), and as to parents' educational attainment (college graduate $M=3.37$, $SD=0.587$; college level $M=3.37$,

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SD=0.437; secondary graduate M=3.30, SD=0.381; high school level M=2.86, SD=0.166; elementary graduate M=2.64, SD=0.460; elementary level M=2.49, SD=0.468).

2. The extent of parental engagement was “moderately high” (overall M=3.28, SD=0.460). Higher engagement was observed among learners with 1–2 siblings (M=3.44, SD=0.369), employed parents (M=4.14, SD=0.333), and parents with college education (college graduate M=3.98, SD=0.269; college level M=4.11, SD=0.300).

3. The Regional Achievement Measure (RAM) of learners was identified as “Not Proficient” (overall M=43.25, SD=12.41). This low proficiency was consistent across classifications, though learners with employed parents (M=48.31, SD=13.13), eldest birth order (M=48.20, SD=11.97), and college graduate parents (M=48.74, SD=13.12) scored relatively higher.

4. A significant association existed in the level of learning routine when learners were classified according to number of siblings ($\chi^2=7.469$, $df=2$, $p=.024$), birth order ($\chi^2=9.046$, $df=2$, $p=.046$), and parents’ educational attainment ($\chi^2=91.674$, $df=5$, $p=.000$). No significant association was revealed when classified into parents’ employment status ($\chi^2=8.15$, $df=2$, $p=.665$).

5. A significant association was noted in the level of parental engagement when respondents were classified according to number of siblings ($\chi^2=34.577$, $df=2$, $p=.000$), parents’ employment status ($\chi^2=175.60$, $df=2$, $p=.000$), and parents’ educational attainment ($\chi^2=215.342$, $df=5$, $p=.000$). However, the extent of parental engagement was not associated with birth order ($\chi^2=0.250$, $df=2$, $p=.882$).

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6. Finally, learning routine was not associated with parental engagement ($r=.099$, $p=.086$) nor with RAM ($r=.048$, $p=.405$). However, parental engagement was significantly associated with RAM ($r=.127$, $p=.028$), indicating that stronger parental involvement contributes more directly to learners' achievement outcomes.

Conclusion

In view of the findings, the following conclusions were drawn:

1. The learners' "moderately high" level of learning routine indicates that they were generally studious and maintained consistent study habits, regardless of variations in number of siblings, parents' employment status, birth order, and parents' educational attainment.

2. The "moderately high" extent of parental engagement revealed that parents across the school catchment barangays showed similar involvement in their children's schooling, with differences only when classified by number of siblings, employment status, and parents' educational attainment.

3. Learners' performance in the Regional Achievement Measure (RAM) was consistently "Not Proficient" affirming that they shared comparable academic outcomes despite family background differences.

4. Learners in San Joaquin North District exhibited uniform learning routines and were able to moderately cope with required competencies and school tasks, with variations noted only when classified according to parents' employment status.

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5. Regardless of the number of siblings, employment status, or educational attainment, parents who sent their children to school demonstrated similar attitudes toward supporting their learners' education.

6. Finally, learning routine showed little bearing on RAM performance, while parental engagement was significantly associated with learners' achievement, underscoring the stronger influence of parental involvement compared to study habits alone.

Recommendations

On the bases of the findings, conclusions made in this study, the following recommendations were drawn:

1. Learners may strengthen their learning routines to improve their Regional Achievement Measure (RAM) performance. Establishing daily study habits, such as reviewing lessons after school and consistently practicing self-regulated learning strategies, will build resilience, confidence, and preparedness for assessments. Teachers are encouraged to reinforce these routines through structured assignments and guided study practices.

2. Parents should actively engage in their children's learning by monitoring homework, providing encouragement, and creating a supportive home environment. Recognizing their pivotal role in shaping discipline and motivation, parents must prioritize education as the foundation for future opportunities and success.

3. Teachers are encouraged to design learning tasks that foster consistent study habits and require structured parental involvement. By tailoring interventions to learners' home

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contexts, teachers can strengthen parent-teacher partnerships and ensure that learners receive adequate support both at school and at home.

4. School heads should use these findings as baseline information for remediation programs, resource allocation, and School Improvement Plans (SIP). Initiatives that enhance parental involvement and reinforce study routines will help address academic gaps and improve overall learner outcomes in the district.

5. The Department of Education is encouraged to integrate region-specific insights into Division and Regional Education Development Plans. Strengthening family-school partnerships and promoting foundational competencies will align with BEDP 2030 priorities and contribute to addressing the learning crisis.

6. Other researchers may replicate this study in other contexts or extend it through longitudinal designs, experimental interventions, or comparative analyses between urban and rural schools. Such work will deepen understanding on how parental engagement and learning routines influence academic performance across diverse settings.

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