PARENTAL INFLUENCES AND ACADEMIC PERFORMANCE AMONG NURSING STUDENTS DURING COVID-19 PANDEMIC TRANSITION POINT: A CORRELATIONAL STUDY
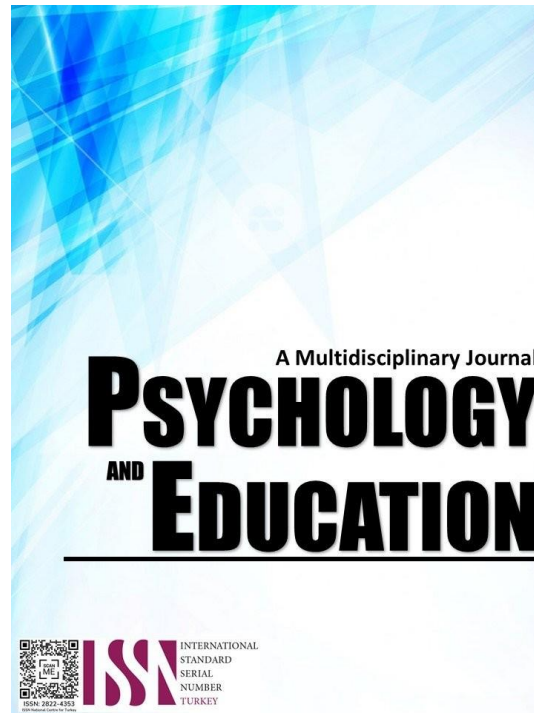
Parental Influences and Academic Performance Among Nursing Students During COVID-19 Pandemic Transition Point: A Correlational Study

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Abstract

It is undeniable that the COVID19 pandemic outbreak had a significant impact on the educational system and affected a number of industries. However, even before this crisis, parents' influences were a significant factor in how well students performed academically, and numerous studies have proven this. Moreover, the majority of these studies were done before the pandemic. The study aimed to determine whether there's a correlation among the influences of the parents in different aspects on the nursing students' knowledge-based academic performance during this time of crisis wherein the whole world is transitioning to the new normal mode of living. To evaluate the two variables' potential relationship using statistical analysis, the researchers chose to use a correlational quantitative study approach.The research was carried out at a university in Quezon City, with respondents from the College of Nursing. To divide the population of nursing students into strata, quota stratified sampling was employed; 360 students were determined to be key informants for the study and were separated into year levels; 90 students from each level were chosen.In conclusion, results showcased that there's no significant differences between the parental influences and academic performance of nursing students during the transition point of COVID-19 pandemic as only one of the domains for the involvement of parents were shown to have a weak negative correlation. In order to obtain a much more accurate conclusion for this topic, the researchers advise future studies to use a larger population and include additional domains for the variables.

Keywords: *parental influences, academic performance, nursing students, covid-19, pandemic transition point*

Introduction

Nursing students are expected to cope with the challenges of a rigorous education in medical and nursing fields. They geared their goals towards meeting the high standards demanded by both the academe and the nursing profession. While self-motivation plays a major role in achieving this end-goal - an extrinsic factor such as parental influence may have a significant impact on a nursing student's academic performance or lack thereof, especially in the setting that the current pandemic has brought us. In the global study conducted by Treviño et al. (2021), it was said that the majority of the 19 nations located in Asia, South and North America, Africa, and Europe showed that parental involvement has a significant relationship in predicting the student's academic performances during the Coronavirus disease 2019 outbreak. However, a study conducted by Giusti et al. (2021) in Italy that aims to determine the impact of the current setting on the academic performance of the students with parental influence as one of its determining factors, has a result of having 68.4% of the student's sample population complaining of having to do distance learning in their family environment which shows an unpleasant relationship between the two variables. On the other hand, a study conducted by Lawrence & Fakuade (2021) in Nigeria depicted positive findings of parental involvement in predicting the online learning participation and commitment of the students. In the Philippines, a study conducted by Tus (2021) recognized the understanding and importance of the opportunity for improvement in the relationship between parental involvement and children. It was revealed that the students could achieve good academic standing during online learning. Furthermore, in a study conducted by Garen et al. (2021) in Quezon City, the majority of parents were becoming more active in assisting their children, and the researchers also observed that parents had developed a healthier relationship with their children during online learning.

While there are several studies exploring the relationship between parental involvement and student's academic performance, these are mostly revolving around grade school students and high school students. There are only a few studies conducted specifically for nursing students, and how their need for academic achievements is correlated with parental involvement. Nursing students, like most students in the medical field, are challenged by high standards of education appropriate to the sensitive

nature of the profession. It would be helpful to know how to reinforce their capability to handle the academic demands of their chosen path through parental involvement and how the school can use the principles of this study.

One of the main thrusts of this study is to provide insights particularly on the student nurses' academic achievement and how parents could be utilized as a key resource for improving the student nurse's motivation and academic performance. In pursuing this study, the researchers will aim to explore how the dynamics of parental influence to a student's academic achievement could be adopted by nursing educators who in turn can play a motivational role when a parent is absent or unavailable. According to Ngussa & Nzowa (2019), the more the parental involvement, the higher the rate of the student's commitment to learning. The study also reported that when a student's commitment, parental influence, and teacher's efforts are combined, desirable outcomes in academic achievement will be realized.

As nurses, it is imperative that their learning experience translates into quality care, and parental influence may be a key factor in ensuring this end goal. From the nursing educators' perspective, which will likewise involve the clinical instructors, faculty members and the entire school administration, this study places them in the pseudo-parental role in the dynamics of the student-teacher relationship. These studies point to the positive effects of parental involvement, or in the case of the pseudo-parent role of the educator, can be interpreted as an active interest in the overall academic performance of the student which then correlates to better grades or the improvement of grades. According to Ngussa & Nzowa (2019), since parental involvement plays a major role in a student's learning, school administrators need to inform parents on the importance of their active interest in the student's academic affairs. An educator, together with school administration and guidance counselors, will be able to utilize the principles of this study in coordinating with the students' family and significant others, to create a network of holistic support to a nursing student, particularly those who are struggling in their academic performance. Nursing students will also be able to assess and select the most appropriate study habits to practice in order to address their struggles and this will also promote self evaluation of the possible impact of parent's involvement on their performance. This study will also enlighten the parents to re-evaluate their actions that could potentially be an additional factor on the weight that translates on the academic performance

of their children, whether it will be proven to cause an effect or not, this will still raise attention for the everyday struggles of nursing students. Lastly, similar research in the future can reference the results of this study, which will enhance the university's goal of improving man as man.

In the end of the study, the results exhibit no correlation between the two main variables - the parental influences and the academic performance of nursing students during the transition point of COVID-19 pandemic crisis. Although one of the domains, the parental satisfaction, showcased a weak negative correlation to the dependent variable, it is not enough to support the claim that the involvement of parents is connected with the academic output of the respondents.

Research Questions

The researchers intended to find out whether Parental Influence affects the academic performance of the Nursing Students. In addition, this study provided answers to these following questions:
1. What is the demographic profile of the nursing students?
   1.1 Age;
   1.2 Sex;
   1.3 Year level;
   1.4 Gross Monthly Family Income; and
   1.5 Living Conditions?
2. What are the self-assessed parental influences towards academic performance among nursing students during the Covid-19 pandemic transition point, in terms of?
   2.1 Parental Availability;
   2.2 Financial Support;
   2.3 Parental Expectation;
   2.4 Parental Pressure;
   2.5 Parental Satisfaction; and
   2.6 Parent and Child Interaction?
3. What is the academic performance based on the knowledge among nursing students, in terms of?
   3.1 Excellent (1.00 - 1.25);
   3.2 Very Good (1.50 - 1.75);
   3.3 Good (2.00 - 2.25); and
   3.4 Satisfactory (2.50 - 3.00)?
4. Is there a significant difference between the Parental Influences on the respondents when grouped according to the demographic profile?
5. Is there a significant relationship between the Academic Performance based on knowledge and parental influences among nursing students?

Methodology

Research Design

This study utilized the descriptive correlational quantitative research to determine the possible connection of parental influence into the academic performance of nursing students. A quantitative research method is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2020).

The study involved analyzing and discerning the potential relevance of the two variables thus correlational design is utilized which has three types: the positive, negative correlation and no correlation at all. According to Mcleod (2020), a positive correlation arises when both variables move in the same direction, whereas a negative correlation happens when an increase in one variable is related with a decrease in the other, and a zero correlation exists when there is no relationship at all between the variables.

Research Locale

This study was conducted in one of the most respected and admired educational institutions in the country today, located at Hilltop Subdivision, Lagro, Novaliches, Quezon City, Philippines. The university also offers courses like Tourism, Education, Business Administration, Information Technology, Computer Science, and mostly on Medical courses. University efforts are recognized with the completion of the fundamental, undergraduate, graduate, and postgraduate levels. The university continues to ensure that its educational services adhere to the standards set for an academe. The university, as an accomplished and reputable Private Higher Educational Institution (PHEI) in the country, cultivates a harmonious rapport with its stakeholders in order to fulfill its vision, mission, objectives, and strategic plans. This university campus takes pride in adhering to a deeply ingrained culture of quality and excellence; in retaining its vision of "Improving man as man."

The researchers chose the setting as the said locale concentrates on offering mainly on allied medical sciences courses - including the nursing degree whereas the respondents of the study would focus on the population of nursing students. Moreover, the proximity and convenience were also considered as the researchers are currently studying at the said university.

Population and Sampling/ Key Informant Selection

The population consists of nursing students from the said university, who practice and desire to be a registered nurse in the future. The nursing students from first-year level to fourth-year level of 2022 – 2023 academic year.

The researchers utilized quota stratified sampling as the sampling method which is commonly known as a non-probability sampling strategy that includes a non-random selection of a specified number or ratio of units. This is known and called a quota. (Nikolopoulou, 2022). The use of quota sampling guarantees that the sample group reflects specific features of the population selected by the researcher, a means of collecting representative data from a group. The researchers chose this type of sampling in order to have an equal representation of the chosen population.

The researchers utilized Slovin's formula to acquire the sample size of the respondents for this study. Slovin's formula gives the researchers an idea of how large the sample size needs to be to ensure a reasonable accuracy of results (Ellen, 2020).The use of Slovin's formula was to compute the exact sample size where n is the sample size, N is the population of respondents in the study, and e is the margin of error which is 5% with a confidence level of 95% or 0.05 alpha level and 1 as the fixed value.

The current overall population of nursing students from 1st-year level to 4th-year level of the university is 3700 nursing students according to the campus registrar, wherein the researchers utilized the slovin's formula to obtain the exact number of respondents needed to participate in the study. From the total population, the researchers selected 360 nursing students from all levels to be the participants who served as well as the key informants of the study.The researchers set the following criteria for the selection of appropriate respondents of this study: [1] both male and female; [2] age ranging from 18 to 25 years old that are capable of participating in the study; [3] an attending nursing students of the said university; [4] those who are considered active or present students that are enrolled in SY 2022 - 2023 of the said locale; and [5] those who are willing to participate.

As for the exclusion criteria, those who didn't meet the inclusion criteria are not able to participate and are excluded from the study. The exclusion criteria set by

the researchers were: [1] respondents who refuse to participate; [2] those who are not nursing students of the said university; and [3] those who are not enrolled in SY 2022 - 2023; [4] those who didn't meet the exact age range of 18 to 25 years old.

Research Ethics

The researchers assured that the principles of autonomy, beneficence, nonmaleficence, anonymity, and confidentiality were practiced throughout the study.

Autonomy was observed by ensuring that no one was forced to participate as the researchers present the consent form which will give them the right to refuse if they don't agree with the given condition and concept of the study. According to Barrow et al. (2022), to ensure that the respondents will have their autonomous right to self-determination, it must be assured that the probable participants fully comprehend that they have the right to decide whether or not to participate in the study as it is it must be voluntarily done and refusing to participate will not cause any effect in any way. Moreover, the researchers avoided providing excessive and inappropriate incentives that could be perceived as coercive. The participants are entirely voluntary and are also free to make their own decisions without being unduly influenced by coercion or compensation.

These two tenets of research ethics "Beneficence and Nonmaleficence" are one of the core principles in research. Two significant ethical concepts that influence nurses' judgment are beneficence and nonmaleficence. They might be seen as the two edges of the same coin. In nursing, beneficence refers to the obligation to do good or to support the well-being of patients. Nonmaleficence, on the other hand, is the notion of not causing damage to patients (Wezerak, 2023). The researchers applied the principles of nonmaleficence and beneficence by building a trustful connection as the researchers ensured to not cause any methods that could do harm to the respondents; no unnecessary foul or harmful words were used and the researchers avoided any possible offensive actions. There was no case encountered that this study had affected the physical and psychological aspects of the respondents such as giving rise to individual's loss of self-esteem and self-confidence, as well as individual strain or pressure then thus there was no need for assistance from the researchers for counseling from the College of Nursing Department. The researchers allowed the withdrawals and refusal of some nursing students to participate in the study with no penalty.

In social research, participant confidentiality and anonymity are significant principles of ethical research practice. The practices of anonymity and confidentiality are used to protect the privacy of human subjects who are participating in a study while collecting, analyzing, and reporting data associated with the participants. Retaining accuracy and integrity is essential in the collection of data for research purposes (Hoft, 2021). The principles of confidentiality were properly practiced as the researchers made sure that the identity of the respondents, their personal information mentioned, and their answers were safely concealed and were only utilized for research purposes. The principles of anonymity were observed as the respondents were ensured that they have the right to remain anonymous as their name on the questionnaire was optional. Moreover, the printed questionnaires were stored by the principal investigator alone, while the data encoded was labeled "Respondent 1" instead of their names to protect their anonymity, which was stored in folders protected with passwords that are only accessible to the researchers. Additionally, the questionnaires are stored for six (6) months before undergoing the researcher's method of disposal which is paper shredding, this is also with the expectation that the data are not needed anymore with the researcher's completion of their study. While the encoded data on the principal investigator's account will be stored safely for a maximum duration of at least three (3) years before being automatically deleted.

Furthermore, the researchers also ensured that all the information stated and utilized are all properly cited and every author is rightfully acknowledged proving that the researchers did not commit plagiarism in this study.

Research Instrument

In this study, self-made survey questionnaires were utilized, the researchers constructed self-made questions which were all based on the statement of the problem and the following questions followed the first person's perspective and were written in the form of a statement - following the appropriate scaling to accurately measure the data quantitatively.

The questionnaire created for the first statement of the problem answered the demographic data of the respondents such as their name, age, sex, and year-level. However, as for the name, it was optional.

As for the second statement of the problem, 30 statement- questions were created based on the

independent variable which focuses on Parental Influence, it was divided into six factors: Financial Support, Parental Availability, Parental Expectation, Parental Pressure, Parental Satisfaction, and Parent-Child Interaction. The questionnaire used 4 points - Likert's scale from "Strongly agree", "Agree", "Strongly Disagree", and "Disagree", to determine which factor they will fall on.

The latter part of the questionnaire was designated for the third statement of the problem - there was a separate space for the General Weighted Average (GWA) of the respondents along with the tables for subjects from first-year to fourth-year level. The subjects were categorized based on the Bachelor of Nursing - Outcome-based Education (BSN- OBE) Curriculum Program Study from the CHED Memorandum Order (CMO) No.15 Series of 2017, in which the respondents filled in that determined their academic performance for the first semester of the school year 2022 - 2023.

The constructed statement questions were then validated by the experts before proceeding with the collection and gathering of the data needed for the study. To ascertain that the following questions are reliable, ten (10) respondents were chosen to participate in the pilot study.

According to the pilot study's results of reliability measurement "Cronbach's alpha", the analysis of the data showed that all of the items for parental availability (CA = 0.990), financial support (CA = 0.980), parental expectation (CA = 0.980), parental pressure (CA = 0.990), parental satisfaction (CA = 0.990), and parent and child interaction (CA = 0.990) satisfied the criterion for reliability and were considered to be good items with good internal consistency.

Data Collection

The researchers advanced on gathering the actual data after receiving validation and confirmation for the instrument that was used to acquire information from the experts - clinical coordinator, clinical instructor, and statistician.The study was first submitted to acquire the approval of the program head along with the dean of the College of Nursing department. A copy of the study was also submitted to the Research Development Innovation Center (RDIC- OLFU) for validation and to the Institutional Ethics Review Committee (IERC-OLFU) for the grant of Ethics certification.

The researchers presented the consent letter to the selected respondents for their certification of approval to participate in the study. The researchers disseminated an online public announcement along with the consent form with the aid of the presidents and class representatives of each class to inform every section about the need for participants to participate in the study. The researchers distributed the survey questionnaire forms personally to the nursing students at a University in Quezon City wherein, the researchers used the primary data collection. The researchers utilized hand-out questionnaires to gather information from the computed number of respondents in the nursing students population with the age ranging from 18 years old and above; the respondents were also categorized based on their age, sex, and year level.

The researchers proceeded on collecting the data from the respondent's answers which were later analyzed and tabulated. To assure that the following acquired information was used for research purposes only, the researchers guaranteed that the data was stored safely and preserved the anonymity of the participants. Republic Act. No. 10173 or the Data Privacy Act passed on 2012 mandates that under this act, the fundamental rights to privacy of communication while allowing the free flow of information to promote innovation and growth; the state inherent obligation ensured that the personal information in information and communication systems whether it may be in the government or in the private sector will be secured and protected at all cost. According to ECC International (2020), to comply with the Data Privacy Act, a data protection officer should be appointed who will address the security incidents and possible breach. The researchers ensured to appoint a data breach response team who will be responsible for monitoring and investigating if the possible incidents will occur.

Data Analysis

The researchers utilized the inferential statistics, as it allows the researchers to proceed and to be able to draw inferences and conclusions from various data. For this aim, a variety of statistical treatments can be utilized. Hence, the immensity of inferential statistics can firmly delineate the relationship of the variables in the study.The research proceeded on analyzing the gathered data from the respondents after answering the set of questions with pre-organized responses. Each answer from the survey questionnaire was analyzed and tallied, as the analysis of the raw information from the respondents aided the whole progress of the study process. Data analysis of quantitative research was able to correspond or reject the initial hypothesis and

to also bring concrete answers for the following constructed questions of the researchers.

The researchers used the frequency and percentage distribution for analyzing the demographic data of the respondents. This is because it is an important area of statistics that deals with the numbers of occurrences and percentage that is usually applied in demographic profiles (Mishra et al., 2019). The demographic data that includes analysis from most to least frequency values would include the age, sex, and year level.

Along with this, the researchers also used weighted mean and standard deviation in analyzing the two variables of the study to have a more significant effect on the data result and to give more clarity regarding deviation from a mean by analyzing the Four-Point Likert Scale to determine how much the respondents' score deviates from it. This was used on the two variable's subgroups for the second and third question of the research that includes the subgroup variable of Parental Influences which are Financial Support, Parental Availability, Parental Expectation, Parental Pressure, Parental Satisfaction, and Parent-Child Interaction, and the subgroup variable of Academic Performance which are the Excellent, Very good, God and Satisfactory.

In determining whether there was a relationship between the two variables of the study which is the Correlation of Parental Influences towards the Academic Performance of Nursing Students, the researchers used the Pearson Correlation Coefficient to assess the relationship between the two variables for the fourth and fifth research questions. The Correlation Coefficient, particularly the Pearson Correlation Coefficient, was used to measure a relationship between any two variables and describes the degree of relationship between two variables (Alsaqr, 2021).

Results

What is the demographic profile of the nursing students?

Table 1.1 shows the frequencies of the profiles of the respondents according to age. Based on the tabulated data, 44% of them were between the ages of 18 and 20, 54% were between 21 and 23, and only 2% were between 24 and 26. This indicates that the majority of the respondents are between the ages of 21 and 23.

Table 1.1. *Demographic Profile in terms of Age*

Age	Counts	Percentage of Total
18-20	159	44%
21-23	194	54%
24 and up	7	2%
	360	100%

Table 1.2. *Demographic Profile in terms of Sex*

Sex	Counts	Percentage of Total
Female	252	70%
Male	108	30%
	360	100%

Table 1.2 provides descriptive data on the frequencies and percentages of the demographic profile in terms of the biological sex of selected respondents. Based on the tabulated data, 70% of the respondents were female and 30% were male. This means that the vast majority of the respondents are women.

Table 1.3. *Demographic Profile in terms of Sex*

Year Level	Counts	Percentage of Total
First	90	25%
Second	90	25%
Third	90	25%
Fourth	90	25%
	360	100%

The demographic profile of selected students by grade level is presented in Table 1.3. According to the descriptive statistics, 90 or 25 percent were first-, second-, third-, and fourth-year students, indicating that the year levels are evenly distributed.

Table 1.4. *Demographic Profile in terms of Monthly Income*

Monthly Income	Counts	Percentage of Total
Less than P10,000	50	14 %
P10,000 to 30,000	138	38 %
P30,000 to 60,000	117	33 %
P60,000 and above	55	15 %
	360	100%

Table 1.4 presents the demographic profile in terms of their monthly income. Based on tabulated data, 14% of them earned less than P10,000, 38% earned between P10,000 and P30,000, 33% earned between P30,000 and P60,000, and 15% earned P60,000 and above. This implies that most of the respondents have monthly income between P10,000 and P30,000

Table 1.5. *Demographic Profile in terms of Living Conditions*

Living Conditions	Counts	% of Total
Living alone	44	12 %
Living with parents	256	71 %
Living with relatives	60	17 %
	360	100%

Table 1.5 summarizes the demographic profile in terms of the respondents' living conditions. It shows that 12% of them were living alone, 71% were living with their parents, and 17% were living with their relatives. This suggests that the vast majority of the respondents are living with their parents.

What are the self-assessed parental influences towards academic performance among nursing students during Covid-19 pandemic transition point, in terms of?

Table 2.1. *Extent of Parental Availability*

	Mean	SD	V.I.
1. My parents encourage me to have confidence in academic abilities.	3.14	0.871	Agree
2. My parents ensure that they can participate or attend my school activities and programs.	2.77	0.955	Agree
3. My parents rarely see me because they are busy working day and night.	2.33	0.998	Disagree
Overall Mean	2.73	0.580	Agree

Table 2.1 demonstrates the self-assessed parental influences on the academic performance of nursing students during the COVID-19 pandemic transition point, as measured by parental availability. Based on the result, statement no. 1 has the highest mean score of 3.14, followed by statement no. 2 which has 2.77, and statement no. 3 has 2.33 which is the lowest mean score.

It received an overall mean score of 2.73 and a standard deviation of 0.580, indicating that the majority of respondents agree that their parents encourage them to have confidence in their academic abilities and make sure they can participate in or attend my school's activities and programs.

Table 2.2. *Extent of Financial Support*

	Mean	SD	V.I
When it comes to school expenses, my parents have always been very accommodating.	3.36	0.769	Strongly Agree
My parents reassured me that I need not to worry about the family's financial situation and that I should instead focus on doing well in school.	3.11	0.909	Agree
I work on my own to provide for my financial needs in school.	1.95	0.864	Disagree
Overall	2.71	0.980	Agree

Table 2.2 demonstrates the extent of financial support given to selected nursing students. The highest mean score is 3.36 which is statement no. 1, next is

statement no. 2 which has 3.11, while the lowest mean score is 1.95 which is statement no. 3. The overall mean score for the variable was 2.71, with a standard deviation of 0.980. This indicates that the majority of respondents agree that when it comes to school expenses, their parents have always been accommodating and have reassured them not to worry about the family's financial situation; instead, they should concentrate on performing well in school.

Table 2.3. *Extent of Parental Expectation*

	Mean	SD	V.I.
1. I worry that I won't be able to live up to my family's expectations.	2.92	0.958	Agree
2. My parents have expected me to avoid doing anything that would make them unhappy.	2.88	0.937	Agree
3. My parents couldn't care less if I do well or poorly in school.	2.13	0.963	Disagree
Overall Mean	2.69	0.566	Agree

Table 2.3 indicates the extent of parental expectation among selected nursing students. As a result, 2.92 is the highest mean score which is statement no. 1, then 2.88 which is statement no. 2, and 2.13 is the lowest mean score which is statement no. 3. The variable obtained an overall mean score of 2.69 and a standard deviation of 0.566.

This indicates that the majority of students worry that they will not be able to live up to their family's expectations and that their parents have expected them to avoid doing anything that would make them unhappy.

Table 2.4. *Extent of Parental Pressure*

	Mean	SD	V.I
1. I am worried about failing the exam and disappointing my parents.	3.22	0.856	Agree
2. I feel that there is constant pressure from my parents for me.	2.73	1.016	Agree
3. I tend to study hard because of the pressure I've received from my parents.	2.51	1.012	Agree
Overall Mean	2.78	0.654	Agree

Table 2.4 displays the self-assessed parental influences on the academic performance of nursing students during the COVID-19 pandemic transition, as measured by parental pressure. The table shows that statement no. 1 has 3.22, followed by statement no. 2 has 2.84, and lastly, statement no. 3 has 2.51 as the lowest mean score. The descriptive statistics revealed a mean score of 2.78 and a standard deviation of 0.654,

indicating that the majority of students agree that they worry about failing exams and disappointing their parents.

Table 2.5. *Extent of Parental Satisfaction*

	Mean	SD	V.I
1. My parents are always proud of my academic achievements.	3.24	0.772	Agree
2. My parents always compliment me even on my small accomplishments.	2.98	0.957	Agree
3. My parents seemed disappointed when I received low grades.	2.44	1.032	Disagree
Overall Mean	2.87	0.546	Agree

Table 2.5 shows parental influences on nursing students' academic performance during the COVID-19 pandemic transition, as measured by parental satisfaction. The highest mean score is 2.76 which is statement no. 1, next is 2.98 which is statement no. 2, and the lowest mean score is 2.44 which is statement no. 3. Most students agree that their parents are proud of them and supportive of their academic endeavors, as evidenced by the mean score of 2.87 and the standard deviation of 0.546 found in the descriptive statistics.

	Mean	SD	V.I
Both of my parents have always been very supportive of me continuing my studies.	3.31	0.826	Strongly Agree
I enjoy spending time with my parents in my spare time.	3.08	0.906	Agree
My parents are unable to provide me with the necessary academic support at this time.	2.02	0.951	Disagree
Overall Mean	2.74	0.552	Agree

Table 2.6. *Extent of Parent and Child Interaction*

Table 2.6 indicates the extent of parent-child interaction, for which it obtained an overall mean score of 2.74 and a standard deviation of 0.552. The result shows that statement no. 1 has 3.31 which is the highest mean score, followed by statement no. 2 got 3.08, and lastly, statement no. 3 got 2.02 which is the lowest mean score. This means that the students have come to the conclusion and agree that their parents are an important part of their lives and that they value the time they spend with them.

What is the academic performance based on the knowledge among nursing students when grouped according to their year level?

Table 3. *Academic Performance based of General weighted Average (GWA)*

Year Level	N	GWA	Verbal Interpretation
First	90	1.69	Very Good
Second	90	2.06	Satisfactory
Third	90	2.02	Satisfactory
Fourth	90	2.20	Satisfactory

According to the descriptive statistics, the first-year students have a general weighted average of 1.69, which is excellent. The second-year students have a GWA of 2.06, the third-year students have a GWA of 2.02, and the fourth-year students have a GWA of 2.20, which is satisfactory.

Is there a significant difference between the Parental Influences on the respondents when grouped according to the demographic profile?

Table 4.1. *Difference in Parental Influences in terms of Age*

	χ^2	df	p	Interpretation	Decision
Parental Availability	0.66	2	0.718	Not Significant	Accept H0
Financial Support	0.98	2	0.611	Not Significant	Accept H0
Parental Expectation	0.67	2	0.715	Not Significant	Accept H0
Parental Pressure	0.90	2	0.636	Not Significant	Accept H0
Parental Satisfaction	1.54	2	0.464	Not Significant	Accept H0
Parent and Child Relationship	2.80	2	0.246	Not Significant	Accept H0
				Not Significant	Accept H0

Based on the provided table, there are no significant differences found in any of the variables: parental availability (p = 0.718), financial support (p = 0.611), parental expectation (p= 0.715), parental pressure (p = 0.636), parental satisfaction (p = 0.464), and parent-child interaction (p = 0.246).

The p-values for all variables are greater than the conventional significance level of 0.05, hence, the researchers do not reject the null hypothesis. This means that regardless of their age, the level of parental influences of the respondents was the same.

Table 4.2. *Difference in Parental Influences in terms of Sex*

	Statistic		p	Interpretation	Decision
Parental Availability	Mann-Whitney U	13686.50	0.884	Not Significant	Accept H0
Financial Support	Mann-Whitney U	13320.50	0.580	Not Significant	Accept H0
Parental Expectation	Mann-Whitney U	12295.50	0.093	Not Significant	Accept H0
Parental Pressure	Mann-Whitney U	12968.50	0.348	Not Significant	Accept H0
Parental Satisfaction	Mann-Whitney U	13126.50	0.445	Not Significant	Accept H0
Parent and Child Relationship	Mann-Whitney U	12987.50	0.358	Not Significant	Accept H0
				Not Significant	Accept H0

The table demonstrates how the level of parental influence differs depending on the biological sex of the respondents. Since all the generated p-values for parental availability (U = 13686.50; p = 0.884), financial support (U = 13320.50; p = 0.580), parental expectation (U = 12295.50; p = 0.093), parental pressure (U = 12968.50; p = 0.348), parental satisfaction (U = 1312.506.50; p = 0.445), and parent and child relationship (U = 12987; p = 0.358) are greater than the 0.05 level of significance, it suggests that the researchers will not reject the null hypothesis.

Hence, there is no sufficient sample evidence to conclude that there is a significant difference in the level of parental influence when the students are classified based on their sex.

Table 4.3. *Difference in Parental Influences in terms of Year Level*

	χ^2	df	p	Interpretation	Decision
Parental Availability	1.82	3	0.611	Not Significant	Accept H0
Financial Support	1.49	3	0.685	Not Significant	Accept H0
Parental Expectation	0.90	3	0.825	Not Significant	Accept H0
Parental Pressure	3.66	3	0.301	Not Significant	Accept H0
Parental Satisfaction	0.88	3	0.831	Not Significant	Accept H0
Parent and Child Relationship	1.09	3	0.781	Not Significant	Accept H0
				Not Significant	Accept H0

Using the Kruskal-Wallis test, the data obtained were shown to have p-values greater than 0.05 for all the domains of parental influences; the parental availability, financial support, parental expectation, parental pressure, parental satisfaction and parent & child relationship.

This indicates that the researchers do not reject the null hypothesis and concluded that there is no significant difference between the levels of parental availability (p= 0.611), financial support (p = 0.685), parental expectation (p = 0.825), parental pressure (p = 0.301), parental satisfaction (p = 0.831), and parent-child relationship (p = 0.781) when the respondents are classified according to their grade level. The influence of parents in selected factors were proven to be on the same level regardless of the respondent's year level.

Table 4.4. *Difference in Parental Influences in terms of Monthly Income*

	χ^2	df	p	ε^2	Interpretation	Decision
Parental Availability	3.62	3	0.305	0.01	Not Significant	Accept H0
Financial Support	18.72	3	<.001	0.05	Significant	Reject H0
Parental Expectation	8.23	3	0.052	0.02	Not Significant	Accept H0
Parental Pressure	7.02	3	0.071	0.02	Not Significant	Accept H0
Parental Satisfaction	10.13	3	0.017	0.03	Significant	Reject H0
Parent and Child Relationship	0.37	3	0.947	0.00	Not Significant	Accept H0

Based on the tabulated data, it generated p-values of <.001 for financial support, and 0.017 for parental satisfaction. This means that researchers will reject the null hypothesis and will conclude that there is a significant difference found in the variables, with small effect size. However, regardless of their monthly income, their level of parental availability, parental expectation, parental pressure, and parent and child relationship is the same.

Pairwise Comparisons - Parental Satisfaction

		W	p
10,000-30,000	30,000-60,000	-0.55	0.980
10,000-30,000	60,000 and up	1.82	0.571
10,000-30,000	Less than 10,000	-4.89	0.003
30,000-60,000	60,000 and up	2.34	0.348
30,000-60,000	Less than 10,000	-4.57	0.007N
60,000 and up	Less than 10,000	-5.90	<.001

Analysis of post-hoc test using pairwise comparison revealed that the significant differences lie between students who have monthly income of 10,000-30,000 and less than 10,000 (W = -4.89; p = 0.003), between 30,000-60,000 and less than 10,000 (W = -4.57; p = 0.007), and 60,000 and up and less than 10,000 (W = -5.90; p = <.001). Specifically, comparing the said groups, those students who have monthly income of 10,000-30,000 (M = 2.74), 30,000-60,000 (M = 2.73), and 60,000 and up (M = 2.84) scored higher in financial support than those students who have monthly income of less than 10,000 (M = 2.46).

Pairwise Comparisons - Parental Satisfaction

		W	p
10,000-30,000	30,000-60,000	0.61	0.973
10,000-30,000	60,000 and up	2.24	0.388
10,000-30,000	Less than 10,000	-3.08	0.130
30,000-60,000	60,000 and up	1.62	0.660
30,000-60,000	Less than 10,000	-3.30	0.090
60,000 and up	Less than 10,000	-4.46	0.009

The post-hoc test using pairwise comparison revealed that the significant difference lies between those students who have monthly income of 60,000 and up and those who have less than 10,000 (W = -4.46; p = .009). Specifically, those students who have a household monthly income of more than P60,000 (M = 3.01) are more satisfied with their parents than those students who have a monthly income of less than 10,000 (M = 2.69).

Table 4.5. *Difference in Parental Influences in terms of Living Conditions*

	χ^2	df	p	Interpretation	Decision
Parental Availability	2.01	2	0.367	Not Significant	Accept H0
Financial Support	2.02	2	0.365	Not Significant	Accept H0
Parental Expectation	0.05	2	0.977	Not Significant	Accept H0
Parental Pressure	4.73	2	0.094	Not Significant	Accept H0
Parental Satisfaction	0.41	2	0.816	Not Significant	Accept H0
Parent and Child Relationship	6.50	2	0.059	Not Significant	Accept H0

Analysis of data revealed p-values for parental availability (F = 2.01, df = 2, p = 0.367), financial support (F = 2.02, df = 2, p = 0.365), parental expectation (F = 0.05, df = 2, p = 0.977), parental pressure (F = 4.73, df = 2, p = 0.094), parental satisfaction (F = 0.41, df = 2, p = 0.816), and parent and child relationship (F = 0.41, df = 2, p = 0.059) which are greater than the 0.05 level of significance, implying that the null hypothesis will not be rejected. Hence, there is no significant difference between the level of parental influences when the respondents are grouped based on their living conditions.

Is there a significant relationship between the Academic Performance based on knowledge and parental influences among nursing students?

	p	*Interpretation*	*Decision*
Parental Availability	0.700	Not Significant	Accept H0
Financial Support	0.870	Not Significant	Accept H0
Parental Expectation	0.652	Not Significant	Accept H0
Parental Pressure	0.375	Not Significant	Accept H0
Parental Satisfaction	0.005	Significant	Reject H0
Parent and Child Relationship	0.905	Not Significant	Accept H0

Analysis of the data revealed a p-value of 0.005, which is smaller than the 0.05 level of significance, indicating that the null hypothesis will be rejected and the researchers will conclude that the variables have significant relationship. Specifically, GWA is correlated with parental satisfaction (r = -0.15; p = 0.005; very weak).

The correlation coefficient is negative indicating that as the level of GWA increases, the level of parental satisfaction will decrease, and vice versa. On the other hand, GWA has no relationship with other domains of parental influences. The results indicate that the variables are not statistically connected and that the value of one variable does not grow or decrease in response to the increase or decrease of the other.

Discussion

This research study aimed to determine the relationship between the Nursing Students' Academic Performance and their Parental Influences. According to the results of the study, the demographic profile of the respondents stated that the majority of the nursing students were between the ages of 21 and 23. The possible reason for this can be due to the fact that the majority of the college students of today were products of the K to 12 program which meant another two years in high school which is called: Senior High. Another reason could be because of the possibility of having an ample amount of students who took a gap year during the school year of 2020-2021, which is the peak of the COVID-19 pandemic (Uaminal, 2021). It can also be observed that the next majority age bracket

was between ages 18-20 which is in congruence with Cleofas & Rocha (2021), that states that most of the undergraduate Filipino students studying in higher education institutions are between the ages of 18 to 22. On the other hand, there are a few of the respondents that belonged to the age bracket of 24 and above, possibly due to various reasons that may have caused a delay in their studies.

The majority of the respondents were females, counting 70% of the total respondents, which is already anticipated since the nursing profession has been traditionally female-dominated. This may also be attributed to the fact that the said profession requires a job that cares and empathizes for the patient, which are said to be much more seen naturally in a woman (Löffler & Greitemeyer, 2023). According to Manyonganise (2023) it is necessary to place women at the center of healthcare and environmental aspects for a much more feasible development due to the sociocultural construct of women being the "primary caregivers" to their children, elderly and the ill.

For the respondents' year level, there was an equal number of distributions for this study representing the nursing students of a University in Quezon City. This is to prevent a biased opinion by capturing each year level's perspective equally (Noor & Hasan, 2022). Along with this, the majority of the respondents belonged in the monthly income range of P10,000 to P30,000 which is classified under the low income (P10, 957 to P21, 194) and lower middle class (P21,194 to P43,828) category (Philippine Institute for Development Studies, 2022). This implies that the majority of the monthly income of the respondents' belonged in these two categories, possibly because the majority of the Filipino family population also belongs to the low-income class, making up 58.4% of the total Filipino families (PIDS, 2022).

On the other hand, the study results revealed that most of the respondents are still living with their parents making up 71% of the total population. This is with congruence to the Filipino cultures and values that we cherish with regards to our strong family ties (Becina & Carpio, 2019). The idea of living near or with our families is also a norm for it is part of us being family-oriented. Along with this the remarkable closeness makes it hard for parents to let go of their children, hence the uncommon culture of moving out of your parent's home (Gozum, 2020). According to the results, the parents did have certain effects on their children during the COVID19 pandemic transition point. In the statements of parental availability, "My parents encourage me to have confidence in academic abilities." has the highest mean score, while "My parents rarely see me because they are busy working

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day and night." has the lowest mean score. It was discovered that the majority of respondents agree that their parents encourage them to be confident in their abilities in school and make sure they can participate in or attend their children's school activities and programs. Parental availability, which includes home activities, participation in school events, monitoring, and communication with children, has an impact on the lives of their children and the way they can function. According to Utami (2022), parents who are able to participate in their children's lives can help their children in terms of their self-confidence and emotional development. In the study of Krauss et al. (2020), parental warmth, hostility, monitoring, and parental involvement has an influence on the development of several factors of their children. Additionally, Rider (2019) stated that busy families should still give theirchildren a scheduled time for their daily "connect" time.

The statement "When it comes to school expenses, my parents have always been very accommodating" got the highest mean score, and "I work on my own to provide for my financial needs in school." got the lowest mean score in financial support. The majority of respondents agreed that their parents have always been accommodating when it comes to school expenses, and they should focus on performing well in their studies and not worry about the family's financial situation. This indicates that students are financially supported in their education by their parents. Moneva et al. (2020) believed that the parental financial support for the young adults is influenced by the financial capacity and other factors of the family they belong to. Noh (2022) also stated that parental financial influence through financial education can have an impact on a student's financial attitude and behavior. According to Nath (2021), parents should support their children till a certain age or level of education. A student may apply for scholarships and education loans to lessen the weight their parents bear paying their tuition and other fees involved in their education.

In parental expectation, the statement that got the highest mean score is "I worry that I won't be able to live up to my family's expectations.", then the lowest mean score is "My parents couldn't care less if I do well or poorly in school.". The extent of parental expectations showed the majority of students are worried when it comes to their family's expectations and expect them to avoid doing anything that would make them unhappy. In addition, children's motivation and improve their efficiency which can be enhanced by parental expectations (Lai et al., 2022). A study by

Susilowati & Azzasyofia (2020) stated that parents have a high level of stress as long as it concerns their children's academic being.

The "I am worried about failing the exam and disappointing my parents." the statement has the highest mean score in parental pressure, on the other hand, "I tend to study hard because of the pressure I've received from my parents." has the lowest mean score. During the COVID-19 pandemic transition, the majority of respondents agreed that their main concern was failing their exams and disappointing their parents. This indicates that students are pressured to fail their exams or grades and to disappoint their parents. When parents have high attitudes and expectations toward their children, this causes stress among the school students which may affect their well-being and discipline (Subramani & Venkatachalam, 2019). According to Kleinkorres et al. (2023), children are usually still dependent on the guardians or parents that surround them, therefore making them much more susceptible to pressure placed on them. Parental pressure was also said to be an approach that parents use to encourage their children and enhance their self-efficacy, which can lead students in meeting their goals (Moneva & Moncada, 2020).

The highest mean score in parental satisfaction is "My parents are always proud of my academic achievements.", while the lowest mean score is the statement "My parents seemed disappointed when I received low grades.". According to the findings of the study, the majority of respondents agreed that their parents are proud of their academic successes and support them in their academic endeavors. This implies parental satisfaction; parents are pleased with their children's academic performance. In both direct and indirect ways, parents' overall pleasure affects their children's behavior and learning engagement (Oubibi, 2022). Supported by an article by Orchids (2021), when their parents recognize their accomplishments, children may continue to work hard and improve their overall performance. According to Guilliver, J. (2019), if your child is given discouragement about their bad report card, they may not feel motivated to improve. Building confidence in your child by encouragement will inspire them to do better next time.

The statement "Both of my parents have always been very supportive of me continuing my studies." got the highest mean score, and "My parents are unable to provide me with the necessary academic support at this time." got the lowest mean score. Students agreed that

both of their parents have always been supportive of them continuing their studies, and they value the time they spend with them. This indicates the importance of parent-child interaction in their lives. In the study of Ali et al. (2022), when parent-child interaction develops, children can express their difficulties and worries, allowing parents to comprehend their children's problems better. As supported by the study of Lansford (2021), in parent-child interaction, parents are able to give advice to their children with their difficulties and challenging situations. Bhamani et al. (2020) stated that there are strategies used by the parents or guardians of students to aid them focus on learning during the online classes.

The study revealed that the majority of the students got the grades equivalent to ''satisfactory''. It is shown in the Academic Performance based on General Weighted Average, that their General Weighted Average declines as soon as they move up another year level. Based on Wright (2019), it has become impossible for the students to focus, in the past few years. There are several factors that distract the student, one of these is the load of work and class as the amount of work is exhausting but it can be counterproductive in terms of studying and learning a new subject.

According to the results of the study, it was indicated that regardless of their age, sex, year level and living conditions, there is no significant difference in the level of parental influence, thus the level of parental involvement remains. For the age, the results agree with Garcia (2022) that states how it is part of the Filipino culture and values to be family oriented regardless of generation. As for the sex, this is in congruence with what Salgado et. al (2021) stated, that sons and daughters are both in favor of the maternal and paternal involvement in their lives as there's an increase in life satisfaction since the biological sex of the children tend to moderate and keep under control the amount of parent's involvement, particularly the mother. On the other hand, the results regarding the year level are in line with the findings of Li, J. et al (2022), wherein he stated that the majority of the population of the college students are still affected by the parent-child relationship in terms of their academic performance. The results regarding the living conditions agree with the study of Bartoszuk (2019), which states that frequent communication in person and relationship still exists between parents and their emerging adult children who are either living at home or may be living away at a driving distance.

For the gross monthly income, three domains out of

five of the study's parental influences were proven to have an absence of significant difference thus the level of parental availability, parental expectation, parental pressure, and parent and child relationship is the same regardless of its extent. However, it was also proven that there is an occurrence of significant difference between the parental satisfaction and financial support thus there's a difference in the response of students to their parents involvement on those domains inline with their family's gross monthly income. It was shown that the students took into account their parents' socioeconomic level while selecting a degree program, picking one that matched both their financial situation and that of their parents hence there's an impact on the personal's sense of fulfillment (Arcabado A., et.al 2021). This also agrees with the study of Moneva et al. (2020) wherein he stated that student's receiving more financial support tend to be more motivated to pursue their educational goals thus there's a higher odds of contentment.

The outcome of the tests showcased that only parental satisfaction has a negative correlation where in the GWA increases as the level of student's parental satisfaction decreases and vice versa. However, as only one domain was discovered to have a connection to the dependent variable, the ultimate end result of the study is there's no relationship between both variables - the academic performance and parental influences of nursing students during the transition point of Covid 19 Pandemic. This is consistent with the findings of Yieng, L. et. al (2020) wherein it was found that a certain relationship with the parents and family does not secure a certain level of academic achievement of the students thus the academic performance of students is not connected with the parental involvement as the student's academic capacity is influenced by school environment more since parental influences do not hold strong support that indicates amelioration of students' college success. Moreover, this conforms with the study of Weintraub & Sax (2019), wherein they stated that mothers and fathers may possibly have a different effect on the performance of students in school as a certain level of communication to their children still did not guarantee a particular academic standing and achievement.

Conclusion

According to the gathered and analyzed data from the respondents, the researchers have concluded that: First, the respondents - nursing students from first to fourth year with age ranging from 21 to 23 years old tend to have a low gross family income and are still living

with their parents, which means that the following criteria mentioned above dominated the sample size for this population. Second, based on the result of the study, parental influences do exert certain effects on nursing students during the COVID-19 pandemic transition point. The researchers concluded that during the transition period of the COVID-19 pandemic, they were in a new setting where students take their classes at home and they were in the same environment as their parents for a longer period of time thus their impact was strengthened by the closed proximity. Third, first year students have higher grades than the students from higher year level thus the majority of the general weighted average of the nursing students is satisfactory. Based on the result of the study, the researchers concluded that the subjects of the first year students are easier compared to the subjects of the higher year level as they have more demanding workloads that could affect their overall academic performance. Fourth, the respondents and the domains: parental availability, parental expectation, parental pressure and parental & child interaction have no significant difference. However, based on the results, the parental satisfaction and financial support have significant differences whereas it is believed that the difference in the results of the respondents for the following domains rests between the students with gross monthly income higher than 60,000 and lower than 10,000. Thus, the researchers conclude that students from high income family are more likely to be more satisfied with the capacity of their parents their educational needs than the students with lower gross monthly income since it will be much harder for them to continue studying while worrying about their financial needs thus, this will make them feel less contented with what their parents could give to them. Lastly, the result shows an uncertain and inexplicit relationship between parental influences and students' academic performance as only one domain illustrates a very weak correlation coefficient indicating that when GWA levels rise, parental satisfaction levels fall, and inversely.

However, this is not enough to secure a connection thus there's no significant relationship between parental influences and the performance of students which may be because of the fact that at this age, students may not seek for their parents validation anymore and school environment is a more convincing and realistic factor that could affect college students academic performance as college students tend to expend more time in school than in their homes.

With the results of the study, the recommendations made are as follows:

First, the researchers recommend the nursing students to focus on what they gain in school, giving much more time in developing their own skills.and harnessing their own potentials by believing in their own selves. Even though the study did not show any relationship, they should maintain an open communication with their parents, guardians or mentors in the pseudo-parental role for them to understand what they feel.

Second, for the parents, the researchers recommend allowing their children to do what is best for them to achieve their educational goals but with watchful guidance and monitoring.

Third, for the nursing administration, the researchers recommend developing payment schemes for parents to easily support their children such as scholarships and discounts.

Lastly, although results concluded in general that the influences of parents have no correlation with the academic performance of the respondents, the researchers encourage the future researchers, nursing department, parents and nursing students to utilize the data gathered in this study with awareness and consideration regarding limitations encountered before definitively deducing that the involvement of parents has nothing to do with the performance and achievement of nursing students; hence, the future researchers can use a larger population and sample size to retest the theory for more accurate results. Future researchers can also utilize this study as a point of reference to explore parental influences and their effects on nursing students' academic performance through further studies involving more variables on how it can be used to positively impact career goals and career development of nursing students. Moreover, the researcher can utilize a wider scope on the domains of parental influences and to also include other basis to measure the academic performance.

In conclusion, this research revealed its indirect significance and relationships between students and parents, which could be proved by the next future researchers. This study can not only contribute new knowledge in the nursing field and parental influences but can also serve as a foundation and silver lining for the career and performance development of the corresponding participants. This research was made to explore something that has not yet been explored and was not given enough attention; hence, this study seeks to satisfy its curiosity.

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