



# THE INFLUENCE OF PARENTING STYLE, INVOLVEMENT, AND SELF-EFFICACY ON TOURISM COLLEGE STUDENTS' MOTIVATION

*Eugene E. Toring, Mary Criss M. Tus, Kimberly N. Toring, Cherry C. Escarilla, Elvis Lesly T. Taño-An, Angelyn M. Aquino, Manuel A. Gaviola, Niño N. Sacapaño, Jhoselle Tus, Jimmy B. Maming*

Email: [toring.eugenesr@gmail.com](mailto:toring.eugenesr@gmail.com)

## Abstract

This study will evaluate the effect of parental self-worth, involvement of parents, and parenting style on college students' motivation. The survey aimed to assess parental participation, parenting methods, fathers' self-efficacy, and learning motivation at the school. According to the data, there is a statistically significant and favorable correlation between the manner of parenting, parental self-efficacy, involvement of parents, and learning desire. This association is positive. When it comes to developing the learning motivation of primary school pupils with disabilities, the data indicate that parental self-efficacy, involvement of parents, and manner of parenting are three of the most critical components. Additionally, it is of the highest importance that they provide parents with the resources necessary to promote their children's academic growth. This is something that they absolutely must do. Parents must engage in constructive parenting practices in order to contribute to the development of an educational environment that is characterized by support and motivation. The achievement of this objective can be facilitated by various tactics, including but not limited to advocating for emotional support, establishing consistent routines, and maintaining excellent touch with the instructors of their children.

**Keywords:** *parenting style, parental involvement, parental self-efficacy, learning motivation*

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## Introduction

Since how well students do in school is intricately linked to their desire to study, the level of motivation from parents has a considerable impact on the development of this feature. When it comes to students, the desire to learn is the most critical factor. In a wide range of cultural settings, such as the United States of the United States, the Philippines, and the Asian continent, amongst others, a substantial amount of study has been conducted on the topic of families' impact on students' motivation. According to the findings of several studies conducted in the United States of America, there is no direct relationship between being an adult and a desire to learn. These studies concluded that there is no such connection. For example, Usher et al. (2017) found no clear link between parental involvement, control, autonomy assistance, and involvement with the academic motivation of their kids. It was shown that parental involvement was not associated with parental control. In light of this, it may be concluded that there is no connection between the four criteria. A similar pattern was discovered by Strobel et al. (2016). Whereas parental involvement and interaction were found to correlate with higher levels of academic achievement, they did not appear to influence the level of motivation that students exhibited directly. That they were discovered to correlate with increased academic achievement did not change the fact that this was the case. On the other hand, several studies that were carried out in Asia have indicated that there is a positive correlation between increasing parental participation and greater academic interest.

Kim et al. (2020) conducted a study that found a positive association between academic desire among Korean students and parental support. This help comprised a wide range of forms, such as academic coaching, emotional support, and the provision of physical assistance. According to the findings of the study that was carried out by Hu et al. (2019), there is a positive association between the support of familial autonomy and the level of academic desire that exists in China. It has been demonstrated that the student's perceptions of their level of competence mediate between the two sources of information. Researchers made this discovery in their investigation. According to the findings of supplementary research conducted in the Philippines, there is a causal relationship between fulfilling parental responsibilities and developing academic motivation. Balagtas et al., who performed a study in 2020, discovered that self-efficacy and parental participation had a positive link with academic performance among college students in the Philippines. This was the conclusion reached by the researchers. According to the findings of a different study that Hernandez et al. (2021) reported, parental participation, specifically through home-based learning initiatives, was proven to boost Filipino children's academic motivation and

performance. This was indicated by the fact that the children experienced increased academic performance. The results of the research that was conducted in the Philippines, on the other hand, have reached conclusions that are not conducive to conciliation. Within a sample that corresponded to high school students in the Philippines, Reyes et al. (2016) discovered that there was not a statistically significant connection between the parent's parenting style and the children's academic motivation.

When Gonzales et al. (2018) investigated the relationship between parental style and academic motivation, they discovered that academic self-efficacy was the element that mediated the connection. Even though the researchers discovered an association between the two, this was discovered. It is of the utmost importance for parents to be involved in fostering their student's desire to study, even though the results appear contradictory. This study aims to investigate the combined effects of the parenting method, parents' involvement, and fathers' self-efficacy on the motivation to learn Filipino students. Specifically, the study will evaluate the relationship between these three factors. With this research, we will expand upon the academic debate that has already been established on the subject of the influence of parenting. This study can supply educators and parents in the Philippines and other locations with insightful information that may greatly benefit them. This information can be obtained by investigating the association between the two variables. The observations made here have the potential to serve as a source of direction for the creation of effective tactics that are targeted at enhancing the academic accomplishment and motivation of young people.

## Methodology

The research methodology employed a correlational research design to investigate the relationships between parental self-efficacy, learning motivation, parental participation, and parenting style among college students. The study used a cross-sectional approach to gather data from a representative sample of college students. Instruments included a modified Comprehensive General Parenting Questionnaire to assess parenting styles, a Parents' Self-Efficacy for Helping the Child Succeed in School measure for parental self-efficacy, and a modified Family Involvement Questionnaire to assess parental involvement. The Motivated Strategies for Learning questionnaire was used to evaluate students' learning motivation. Data analysis involved assessing data preparation, statistical assumptions, skewness, mean, standard deviation, and correlation analysis. Multiple linear regression was used to determine the impact of parental self-efficacy, parental involvement, and parenting style on students' learning motivation, with a significance level of 0.05 indicating statistical significance.

## Result and Discussion

The findings of the correlation study, presented in Table 1, make it abundantly evident that there is a substantial connection between the parenting style approach and the level of learning motivation.

Table 1. *Correlation Analysis of the Relationship*

Variables	Parenting Style	Parents' Self-Efficacy	Parental Involvement	Learning Motivation
Parenting Style	1			
Parents' Self-Efficacy	.815**	1		
Parental Involvement	.717**	.711**	1	
Learning Motivation	.811**	.908**	.782**	1

It has been determined that the correlation coefficient is 0.811. The p-value is lower than .05. Upon doing our research, we found that there existed a statistically significant correlation ( $r=.908$ ,  $p<.001$ ) between the amount of parental participation ( $r=.782$ ,  $p<.001$ ), the level of paternal self-efficacy, and the level of learning motivation among the learners. Furthermore, a correlation analysis that was found to be statistically significant was shown to exist between parental participation, parenting style, and parents' self-efficacy ( $r=.717$ ,  $p<.001$ ) ( $r=.711$ ,  $p<.001$ ). In addition, it was shown that there is a correlation coefficient of 0.815 ( $p<.001$ ) between parenting style and parental self-efficacy, indicating a statistically significant link between the two. As a direct result, it was demonstrated that each of the three null hypotheses was erroneous at the level of .001 significance.

## Conclusion

This study found that parental self-efficacy, parenting style, parental participation, and student's learning motivation are positively correlated. These factors are significant drivers of college students' motivation to learn. Parents can instill a positive attitude toward learning and academic performance in their children by creating a supportive home environment. Active parental participation in their student's education can impart the importance of knowledge and provide necessary resources for academic success. Recognizing the fundamental role of parental engagement in cultivating academic motivation is crucial for building a thriving educational environment in the Philippines. Educators play a vital role in encouraging parental involvement and providing resources for parents to support their children's intellectual growth. Parents, in turn, can foster a nurturing environment through positive parenting practices, including setting reasonable expectations, providing emotional support, maintaining communication with teachers, and establishing consistent systems. Further research is needed to explore the impact of technology integration on parental behavior and its potential to motivate students to achieve academic success in the Philippines.

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### **Affiliations and Corresponding Information**

**Dr. Eugene E. Toring**

Indiana Aerospace University - Philippines  
Nuevo School of Technology and Humanities, Inc. – Philippines

**Prof. Mary Criss M. Tus**

Philippine Christian University – Philippines

**Dr. Kimberly N. Toring**

University of the Visayas – Philippines  
Nuevo School of Technology and Humanities, Inc. – Philippines

**Dr. Cherry C. Escarilla**

Malay College – Philippines

**Prof. Elvis Lesly T. Taño-An**

Malay College – Philippines

**Prof. Angelyn M. Aquino**

Malay College – Philippines

**Prof. Manuel A. Gaviola**

Aklan State University – Ibaay Campus

**Niño N. Sacapaño**

Malay College – Philippines

**Dr. Jhoselle Tus**

Malay College – Philippines  
St. Dominic College of Asia – Philippines

**Dr. Jimmy B. Maming**

Malay College – Philippines