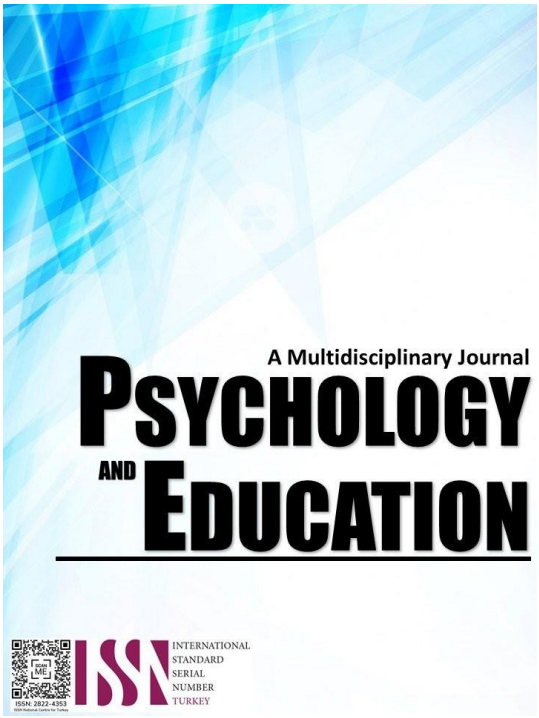
PARENTAL INVOLVEMENT AND ITS EFFECT ON COLLEGE STUDENTS' ACADEMIC MOTIVATION AND SELF-CONCEPT



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 18
Issue 3
Pages: 235-246
Document ID: 2024PEMJ1657
DOI: 10.5281/zenodo.10871487
Manuscript Accepted: 02-07-2024

Psych Educ, 2024, **18**(3): 235-246, Document ID:2024PEMJ1657, doi:10.5281/zenodo.10871487, ISSN 2822-4353

Research Article

Parental Involvement and Its Effect on College Students' Academic Motivation and Self-Concept

Leila Ella Bleu A. Abay-Abay,* Wendy Anne B. Badion, Janine Marigold B. Lopez,
Marian Eunice J. Mangahas, Ariann R. Ramiro, Bea Teresa S. Sengco
For affiliations and correspondence, see the last page.

Abstract

Parental involvement is one of the primary factors that affect children's development and individuality. However, its effect on the academic motivation and self-concept of college students is not well understood, especially in the Philippines. The present study used the Ecological systems theory by Bronfenbrenner to investigate the effect of varying parental involvement on the academic motivation and self-concept of college students at Dr. Carlos S. Lanting College. Purposive sampling was used among 198 college students from Dr. Carlos S. Lanting College who were identified using a purposive sampling technique. Statistical instruments including descriptive, correlation, and regression analysis were used to examine the data collected and investigate the link between the variables. Based on the regression analysis, it was found that parental involvement only has a significant relationship with academic motivation and not with self-concept. In conclusion, college students have a sense of independence and their self-concept is not affected by parental involvement; nonetheless, parents providing essential support influence their academic motivation.

Keywords: *parental involvement, academic motivation, self-concept, parental participation, parenting style, college students*

Introduction

Education plays an essential role in helping students achieve their goals in life. The school is their second home and teachers as second parents. It is a place for them to acquire knowledge and skills they can utilize when they eventually work. It prepares them for the next stage of their life, and equip them with useful knowledge. Attending college can be a stressful time for many students. In addition to coping with academic pressure, some students have to deal with the stressful tasks of separation and individuation from their family of origin while some may have to attend to numerous work and family responsibilities (Pedrelli et al., 2014). Thus, a student's character strengths can be considered important factors in their educational journey (Weber et al., 2014). Therefore, the characteristics that will help students keep up with their requirements and cope with academic challenges should be considered.

A student's performance in school can be predicted by their academic motivation (Teressa & Bekele, 2021). Academic motivation is the willingness and interest of a student in their academics (Hulleman, et al., 2016 as cited in Koyuncuoğlu, 2021). It is considered as their driving force to learn, participate, and comply. This also reflects their interest and willingness to thrive and finish their studies. This factor also affects the student's ability to comply with requirements and overcome obstacles.

Aside from academic motivation, self-concept is also one of the key factors in determining a student's academic performance (Laryea et al., 2014). According to Carl Rogers, a psychologist, Self-concept is how an individual perceives themselves. It is a collection of beliefs an individual holds about themselves and includes perceptions from others. A student's self-concept will predict their performance because their perception of themselves will manifest in their studies.

An important predictor of a student's academic motivation and self- concept is the home environment (Khan et al., 2019). Parental involvement is recognized as one of the many factors affecting a college student's academic motivation and self-concept. Parental involvement is the participation of a parent in their child's education at home and in school (Llego, 2022). It is the time parents spend to be with their child, to help and guide them on their development. There are many ways and different levels a parent can be involved.

Additionally, the students' academic motivation is greatly influenced by their parents since children spend most of their time with their parents and parents are more committed to their children's education than anyone else (Urdan et al., 2007).

In an Asian country like the Philippines, parental involvement in education is only limited to financial support. A study by the Asian Development Bank found that only 22% of Filipino parents are involved in their child's schooling, compared to the regional average of 38%. In another study of low-income Filipino parents, only 42% believed education was necessary for their child's future success (Llego, 2022).

Furthermore, parents endow enormous amounts of contribution to encompass ideas about the individual question "who I am" — or the self- concept. According to Presidential Decree No. 603, The Child and Youth Welfare Code, shaping a child's character starts at home. Every family member is responsible for contributing to build a healthy environment that will greatly influence the child's development.

In this study, the researchers aim to identify the effects of parental involvement on college students' academic motivation and self-concept at Dr. Carlos S. Lanting College. The researchers have discovered that there are little to none studies about parental involvement

and its effect on the self-concept and academic motivation of college students in the Philippines (Garcia and de Guzman, 2018). To fill this gap, the researchers will be conducting this study in the Philippines, specifically, at Dr. Carlos S. Lanting College and using scales to determine the effects of parental involvement on the student's academic motivation and self-concept. Due to the limited time frame and the convenience of gathering the data, this study was limited to college students of Dr. Carlos S. Lanting College.

Research Questions

This study aimed to determine the effects of Parental Involvement on the Academic Motivation and Self-Concept of college students at Dr. Carlos S. Lanting College. Specifically, the researchers sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of the following:
   1.1 age; and
   1.2 sex?
2. What is the level of parental involvement in college students?
   2.1 parenting level;
   2.2 communicating level;
   2.3 volunteering level;
   2.4 learning at home level;
   2.5 decision-making level; and
   2.6 collaborating with community level?
3. What is the level of academic motivation of college students?
4. What is the level of self-concept of college students?
5. Is there a significant relationship between academic motivation and self-concept?
6. Is there a significant effect of parental involvement on the academic motivation and self-concept of college students?

Methodology

This section discusses the research methods and procedures adhered by the researchers to answer systematically the specific problems posed for investigation. Specifically, the research method, population and samples, research instrument, data gathering procedure, and statistical treatment of the data used for accurate data analysis and interpretation were explained in this chapter.

Research Design

This study used a quantitative method to examine the variables of Parental Involvement, Academic Motivation, and Self-Concept. According to Babbie (2010), quantitative research focuses on numerical data gathering and applying it across groups of people to explain particular phenomena. Furthermore, Williams (2007) also emphasizes that a numeric or statistical approach to research design makes quantitative research more comprehensive to create or gain new knowledge.

Specifically, in this study, the researchers will utilize a correlational research method. This method aims to distinguish the relationship between two variables, Parental Involvement and college students' Academic Motivation and Self-Concept. Also, it reveals the strength, direction and the connection between the variables (Gana et al., 2020, as cited in Ugwuanyi et al., 2020). A correlational research method will ensure the prediction if Parental Involvement affects the Academic Motivation and Self-Concept of college students in Dr. Carlos S. Lanting College.

Participants

The respondents consist of 198 college students, among male and female from first year to fourth year college students of Dr. Carlos S. Lanting College. The researchers used the Qualtrics sample size calculator that automatically computes the number of participants needed based on the population of college students of Dr. Carlos S. Lanting College.

Instruments

The instruments that were utilized in this study are Parental Involvement Scale, a researcher-developed instrument, Academic Motivation Scale (AMS) developed by Vallerand et al. (1992), and the Robson Self Concept Questionnaire developed by Robson (1989) to identify the effects of parental involvement on the self-concept and academic motivation of college students.

Parental Involvement Scale. A researcher-developed instrument was used to collect data. It is a 5-point Likert rating scale that assesses the parental involvement in the education of their children. It consists of 6 subscales, (1) Parenting Level, (2) Communicating Level, (3) Volunteering Level, (4) Learning at Home Level, (5) Decision Making Level, (6) Collaborating with the Community Level, each measuring a different level or type of involvement that corresponds to those identified in Epstein's framework. Each subscale consists of four statements that assess the involvement of parents on home-based and school-based education. The participants were asked to select the option that best describes the level of their parents' participation from 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=Strongly Agree. The questionnaire consists of a total of 24 questions and some of the statements are: "My parents provide me

with my school needs" and "My parents ask how my day went at school".\

Academic Motivation Scale. Academic motivation scale is a 28-item, Likert-scaled measure of motivation toward education. The Academic Motivation Scale was used to measure the students' academic motivation. The Academic Motivation Scale (Vallerand et al., 1992) consisted of seven subscales; 1. Intrinsic Motivation-to Know; 2. Intrinsic Motivation-toward Accomplishment; 3. Intrinsic Motivation-to Experience Stimulation; 4. Extrinsic Motivation-Identified; 5. Extrinsic Motivation-Introjected; 6. Extrinsic Motivation-External Regulation; 7. Amotivation. Each scale included four items which were possible responses to the question "Why do you go to high school?". Response choices for each item were rated on a 7-point Likert scale that ranges from: 1=" Does not correspond at all" 2 and 3=" Corresponds a little" 4=" Corresponds moderately" 5 and 6=" Corresponds a lot" 7= "corresponds exactly". It developed the exact same three indicators to assess students' intentions to remain in school vs dropout by Hardre and Reeve (2003), namely: "I sometimes consider dropping out of school," "I intend to drop out of school," and "I sometimes feel unsure about continuing my studies year after year." The three-item measure increased both the scope and reliability of our outcome measure (α = .84) (Vallerand et al., 1992).

Robson Self Concept Questionnaire. In 1989, Robson designed the Self-Concept Questionnaire, a self-report measuring self-esteem. The questionnaire comprises 30 items divided into seven components based on his reviewed theoretical and empirical study. Robson (1989) classified these components into the following: (1) Significance (5 questions); (2) Worthiness (5 questions); (3) Appearance/Social acceptability (5 questions); (4) Resilience and determination (5 questions); (5) Competence (4 questions); (6) Control over personal destiny (4 questions) and; (7) Value of existence (2 questions). Each item in components will provide contributions to reveal how high or low someone's self-esteem is. The scoring used a Likert scale; there are numerical scales for each item that vary from 0-7, giving a maximum score for "global" self-esteem; and four anchor points vary from "completely disagree" to "completely agree". Robson also indicates that to capture traits and not state attributes, the questionnaire instructions requested a response "as you typically feel most of the time". According to Robson (1989), Self- Concept Questionnaire is proven to have good reliability with a Cronbach's α of .89; it also has good validity, .70 in clinical validity and .85 in convergent validity.

Procedure

The permission to utilize the scales in the study was obtained through sending of emails to the respective authors. The experts also validate questionnaires used in data gathering. In data gathering, the researchers made printed and online versions of the questionnaires with an informed consent form that contained information about the study. The printed questionnaires were disseminated at the premises of Dr. Carlos S. Lanting College while the online version was disseminated through the use of google forms. The data obtained from both versions of the questionnaires is only validated when the data from the participants have met the given criteria: (1) college student, (2) currently enrolled at Dr. Carlos S. Lanting College, (3) must be between the ages of 18-30 years old, and (4) live with both parents. Next, the respondents are asked about their demographic profile. After accomplishing the demographic profile, they can now answer the questionnaire. The first questionnaire is the Parental Involvement Scale,, which contains 24 questions that assess parental involvement in their children's education. Second questionnaire will be the Academic Motivation Scale which contains 28 questions that measure motivation toward education. And lastly, the Robson Self Concept Questionnaire which contains 30 items that measure respondent's self-esteem. When data gathering was accomplished, the collected responses were professionally tallied, interpreted and analyzed.

Statistical Treatment

The following statistical treatment were used to examine and validate the collected data to provide a reliable result and interpretation: Descriptive Analysis: The number of respondents who fit the respondents' profile in terms of age, gender, and year level was calculated using descriptive analysis. Correlation Analysis: The correlation was used to measure the strength and the direction of the linear relationship between the independent variable parental involvement, and the dependent variables which are academic motivation and self-concept of college students of Dr. Carlos S. Lanting College. Regression Analysis: This was utilized by the researchers to determine whether parental involvement affects the academic motivation and self- concept of college students of Dr. Carlos S. Lanting College.

Results and Discussion

This section of the study presents the study's findings after the analysis of the data gathered by the researchers.

Table 1. *Reliability Statistics*

Cronbach's Alpha		*Number of items*
Academic motivation	0.93	28
Self-concept	0.89	30
Parental Involvement	0.93	24

The study assessed the reliability of measurement scales for Academic Motivation, Self-Concept, and Parental Involvement using Cronbach's Alpha coefficient. Results indicated strong internal consistency for all constructs: Academic Motivation (α = 0.93), Self-Concept (α = 0.89), and Parental Involvement (α = 0.93). These high reliability coefficients confirm that the scales effectively measured

the respective constructs, increasing confidence in the study's findings.

Demographic Profile of Respondents

Table 2. *Sex of college students at Dr. Carlos S. Lanting College*

	Frequency	*Percent*
Male	113	57.1%
Female	85	42.9 %
Total	198	100%

Table 3. *Age of college students at Dr. Carlos S. Lanting College*

	Frequency	*Percentage*
18	17	8.6%
19	54	27.3%
20	51	25.8%
21	43	21.7%
22	14	7.1%
23	10	5.1%
24	4	2.0%
25	2	1.0%
26	2	0.5%
28	2	1.0%
Total	198	100%

The analysis of the demographic characteristics of the respondents reveals important insights into the composition of the surveyed population. The age distribution of the respondents ranges from 18 to 28 years old, with the largest segment being 19 years old, comprising 27.3% of the total respondents. This suggests that a substantial portion of the participants falls within the late teenage to early twenties age group. On average, the respondents' age is approximately 20.31 years, with a standard deviation of 1.7, indicating a relatively narrow age range with some variation. In terms of gender, the data shows a relatively even distribution, with 57.1% identifying as male and 42.9% as female.

Table 4. *Level of Parental Involvement in College students*

Indicators		*Mean*	*SD*	*Qualitative Description*
Parenting Level	I am able to study at home	3.76	1.14	Agree
	I can ask my parents if I need help with my studies	3.02	1.38	Neutral
	My parents are willing to help me participate in school events	3.52	1.32	Agree
	4. My parents provide me with my school needs.	4.26	1.10	Agree
Communicating Level	. My parents attend meetings at school.	3.39	1.47	Neutral
	2. My parents ask how my day went at school.	3.31	1.50	Neutral
	3. My parents check on my report cards and scores.	3.64	1.34	Agree
	4. My parents ask my teachers regarding my academic performance.	2.72	1.42	Neutral
Volunteering Level	1. My parents help in school related activities.	2.86	1.39	Neutral
	2. My parents watched me perform at school.	2.77	1.46	Neutral
	3. My parents attended my graduation ceremonies.	4.26	1.16	Agree
	4. My parents volunteered in a school activity or event.	2.75	1.51	Neutral
Learning-at-Home Level	1. My parents teach me or tutors me at home.	2.48	1.42	Disagree
	2.My parents help me with homework.	2.32	1.35	Disagree
	3.My parents ask if I have any difficulties at school.	3.07	1.51	Neutral
	4. My parents help me decide for my future.	3.50	1.32	Neutral
Decision-making Level	1. They helped me choose my course/program.	3.18	1.48	Neutral
	2. My parents once became an officer of the Parent-Teacher Association.	2.58	1.53	Neutral
	3. My parents have become a part of a parent organization.	2.45	1.48	Disagree
	4. My parents suggest school guidelines and regulations.	2.62	1.47	Neutral
Collaborating with community Level	1. My parents reach out to our community organizations for health services and programs.	2.66	1.43	Neutral
	2. My parents are updated on community programs for students.	2.84	1.46	Neutral
	3. My parents allow me to participate in community activities.	3.46	1.37	Neutral
	4. My parents encourage me to participate in charitable community services.	3.28	1.43	Neutral

**M= Mean*
**SD= Standard Deviation*

The result of each item of the six levels of the study were presented in the table above, the result of each item for parental involvement level, student agreed that their parents provide them with school necessities (M = 4.26, SD = 1.10) and are willing to assist with school events (M = 3.52, SD = 1.32). However, when it comes to seeking help with studies, the result showed that opinions are more neutral (M = 3.02, SD = 1.38), it suggested that while parents are often seen as a source of material support, the extent of their involvement in their academics may vary.

Meanwhile, when it comes to communication between parents and students, results showed that their parents check report cards (M = 3.64, SD= 1.34) and inquire about their school day (M = 3.31, SD = 1.50), indicating a degree of involvement. However, parental attendance at school meetings (M= 3.39, SD = 1.47) and interaction with teachers (M = 2.72, SD = 1.42) receive more neutral responses, suggesting room for improvement in these areas.

When it comes to involvement in school activities and volunteering level, the result showed that generally it is viewed neutrally, regarding students reporting varying levels of parental participation. Graduation ceremonies, on the other hand, see a high level of parental attendance (M = 4.26, SD = 1.16), indicating strong support for such milestone events.

Regarding learning at home, the result showed a disagreement when it comes to parents acting as tutors when it comes to doing homework, (M = 2.48, SD = 1.42 and M = 2.32, SD = 1.35, respectively). However, parents are perceived as having some influence on future decisions (M = 3.50, SD = 1.32) and course choices (M = 3.18, SD = 1.48).

In terms of decision-making within the educational context, parental involvement is perceived as relatively strong in helping students choose their course or program (M = 3.18, SD = 1.48), but less so in participating in parent organizations (M = 2.45, SD = 1.48) and suggesting school guidelines and regulations (M = 2.62, SD = 1.47).

Lastly, when it comes to collaborating with the community, parents are seen as moderately involved in seeking community services and programs (M= 2.66, SD = 1.43), allowing students to participate in community activities (M = 3.46, SD = 1.37), and encouraging participation in charitable services (M= 3.28, SD = 1.43).

Table 5. *Descriptive Summary*

Domains	*M*	*SD*	*Qualitative Description*
Parental Level	3.64	0.87	Agree
Communicating Level	3.26	1.10	Neutral
Volunteering Level	3.16	1.07	Neutral
Learning at Home Level	2.84	1.10	Neutral
Decision-making Level	2.71	1.17	Neutral
Collaborating with the Community	3.06	1.21	Neutral
Parental Involvement (Overall)	3.11	0.88	Neutral

**Total Mean Score= 3.11*

Overall, when considering parental involvement across all domains, the average perception remains neutral (M = 3.11, SD = 0.88), suggesting that, on average, students view their parents' involvement in their college lives with a sense of balance. These findings emphasize the multifaceted nature of parental involvement in higher education and the importance of recognizing the diversity of perspectives among college students.

Table 6. *Level of Academic Motivation of college students*

Indicators	*M*	*SD*
1. Because with only a high-school degree I would not find a high- paying job later on.	4.83	1.87
2. Because I experience pleasure and satisfaction while learning new things.	3.02	1.61
3. Because I think that a college education will help me better prepare for the career I have chosen.	6.16	1.50
4. For the intense feelings I experience when I am communicating my own ideas to others.	5.38	1.56
5. Honestly, I don't know; I really feel that I am wasting my time in school.	2.62	1.86
6. For the pleasure I experience while surpassing myself that I am capable.	5.04	1.58
7. To prove to myself that I am capable completing my college degree.	5.96	1.44
8. In order to obtain a more prestigious job later on.	5.98	1.43
9. For the pleasure I experience when I discover new things never seen before.	5.80	1.41
10. Because eventually it will enable me to enter the job market in a field that I like.	5.80	1.49
11. For the pleasure that I experience when I read interesting authors.	5.10	1.65
12. I once had good reasons for going to college; however, now I wonder whether I should continue.	4.14	2.08
13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	5.47	1.50
14. Because of the fact that when I succeed in college, I feel important.	5.46	1.70
15. Because I want to have "the good life" later on.	6.16	1.52
16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	5.58	1.50
17. Because this will help me make a better choice regarding my career orientation.	5.90	1.47
18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	5.29	1.54
19. I can't see why I go to college and frankly, I couldn't care less.	2.81	1.87

20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	5.35	1.47
21. To show myself that I am an intelligent person.	4.87	1.54
22. In order to have a better salary later on.	5.94	1.40,
23. Because my studies allow me to continue to learn about many things that interest me.	5.99	1.36
24. Because I believe that a few additional years of education will improve my competence as a worker	5.80	1.51
25. For the "high" feeling that I experience while reading about various interesting subjects.	5.32	1.45
26. I don't know; I can't understand what I am doing in school.	2.82	1.97
27. Because college allows me to experience personal satisfaction in my quest for excellence in my studies.	5.63	1.46
28. Because I want to show myself that I can succeed in my studies.	5.94	1.43

The table presents the top 5 indicators of Academic Motivation in college students that reveal the significant drivers that propel their higher education. The "Indicators 1 and 3" with a high mean of 6.16, shows the strong belief of the students that a college education will better prepare them for their chosen career. This reflects a clear sense of purpose and career-oriented motivation of the students. The "Indicator 15 and 22" with a high mean of 6.16, shows that many students are highly motivated by the desire for a brighter future and financial stability. Also, "Indicator 7" with a mean of 5.96, shows the intrinsic motivation of the students by proving their capability and determination by completing their college degrees. Lastly, "Indicator 28" with a mean value of 5.94, shows the personal desire of college students by seeking to demonstrate their competence.

On the other hand, the bottom five indicators present insights into the challenges and concerns that college students experience pertaining to their Academic Motivation. "Indicator 5" with a mean of 2.62, shows that students feel that their time in college may be wasted. In the "Indicator 26" with a mean of 2.82, shows the sense of confusion and lack of clarity about the purpose of their education. "Indicator 1" with a mean of 4.83, shows that other students are motivated by job prospects but it's not as strong as a motivator. Also, "Indicator 12" with a mean of 4.14, shows the doubts that have emerged to college students about continuing their education. Lastly, "Indicator 19" with a mean of 2.81, shows how students' openly question the value and purpose of their attendance in college.

Based on these results, it can be concluded that college students have moderate to high levels of academic motivation, mainly attributed to preparing for their chosen career and having good life in the future.

Table 7. *Level of Self-Concept of college students*

Indicators	*M*	*SD*
1. I have control over my own life.	4.70	1.78
2. I'm easy to like.	4.16	1.95
3. I never feel down in the dumps for very long.	3.64	1.99
4. I can never seem to achieve anything worthwhile.	4.02	2.09
5. There are lots of things I'd change about myself if I could.	2.08	1.97
6. I am not embarrassed to let people know my opinions.	4.76	2.03
7. I don't care what happens to me.	4.28	2.30
8. I seem to be very unlucky.	4.33	2.22
9. Most people find me reasonably attractive.	3.41	2.09
10. I'm glad I'm who I am.	5.41	1.89
11. Most people would take advantage of me if they could.	2.84	2.11
12. I am a reliable person.	5.13	1.09
13. It would be boring if I talked about myself.	2.95	2.10
14. When I'm successful, there's usually a lot of luck involved.	2.50	2.00
15. I have a pleasant personality.	4.71	1.71
16. If a task is difficult, that just makes me all the more determined.	4.83	1.75
17. I often feel humiliated.	3.22	2.04
18. I can usually make up my mind and stick to it.	4.54	1.74
19. Everyone else seems much more confident and contented than me.	2.76	1.99
20. Even when I quite enjoy myself, there doesn't see much purpose to it all.	3.12	2.05
21. I often worry about what other people are thinking about me.	2.82	2.15
22. There's a lot of truth in the saying "What will be, will be".	2.23	1.90
23. I look awful these days.	3.04	2.22
24. If I really try, I can overcome most of my problems.	5.32	1.78
25. It's pretty tough to be me.	2.36	1.95
26. I feel emotionally mature.	4.76	1.73
27. When people criticize me, I often feel helpless and second-rate.	3.22	2.00
28. When progress is difficult, I often find myself thinking it's just not worth the effort.	3.22	2.09
29. I can like myself even when others don't.	5.23	1.83
30. Those who know me well are fond of me.	5.20	1.73

This study examined the self-concept of college students across various indicators. The data were collected using a scale that included both positive and reverse-scored items. The mean self-concept score for the sample was 4.70 (SD = 1.78), indicating that, on average, students had a moderately positive self-concept with a standard deviation of 1.78, suggesting some variability in self-concept scores.

Among the specific indicators, students reported the highest self- concept scores for items such as "I have control over my own life" (M = 4.70) and "I'm glad I'm who I am" (M = 5.41), suggesting a sense of autonomy and self-acceptance.

Correlation Analysis

Table 8. *Correlations between Parental Involvement, Academic Motivation, and Self- Concept*

	1	2	3
Parental Involvement	-		
Academic Motivation	0.15*	-	
Self-Concept	0.46	0.07	-

**p<0.05 (two-tailed)*

A Pearson correlation coefficient was computed to assess the relationship between parental involvement (overall), academic motivation, and self-concept among 198 participants. There was a statistically significant, small positive correlation between parental involvement and academic motivation, r= 0.15, p = 0.03. However, the relationship between parental involvement and self-concept was not statistically significant, r = .046, p = 0.52, indicating a negligible correlation. Similarly, the correlation between academic motivation and self-concept was also not significant, r=0 .07, p =0 .33, and can be considered negligible.

Effect of Parental Involvement on Academic Motivation and Self-Concept

Table 9. *Model Summary*

Model	*R*	*R Square*	*Adjusted R square*	*Std. Error of the Estimate*
1	0.046*	0.002	-0.003	0.63

A linear regression analysis revealed that parental involvement (overall) was a weak predictor of Academic Motivation and Self-Concept, R^2 =0 .002. The model explained only 0.2% of the variance in dependent variable, with an adjusted R^2 of -0.003, indicating a poor fit. The Pearson correlation coefficient was 0.046, signifying a very weak positive relationship. These results suggest that parental involvement is not a significant predictor of Academic Motivation and Self-Concept in this context.

Based on these results, it shows that parental involvement has weak influence on the academic motivation of college students and this is consistent to the study by Rodriguez et al. (2017) where they found that parental involvement does not directly affect the motivation of students towards school, but it only contributes to the positive self-beliefs of the student and these positive self-beliefs contribute to their motivation in school. Additionally, a study by Grolnick (2016) found that student's perception of their parents' involvement affects also their perception of their abilities in school, thus their motivation is indirectly influenced by parental involvement.

Regression Analysis

Table 10. *Regression Analysis of variables*

	B	*σ*	*β*	*t*
Self-Concept	0.03	0.05	0.05	0.64
Academic Motivation	0.16	0.07	0.15	2.13*

Self- Concept. R2=0.00; F=0.41 Academic Motivation. R2=0.00, F=4.55
**p<0.01(two-tailed), **p<0.05(one-tailed)*

However, some indicators had lower scores, particularly those with reverse-scored items. For instance, "I can never seem to achieve anything worthwhile" had a mean score of 4.02, indicating self-doubt in terms of achievement. Similarly, "It's pretty tough to be me" had a mean score of 2.36, suggesting that some students perceived themselves as facing significant challenges.

The coefficients table which provides information on the regression coefficients and the regression analysis is combined in table 9. In self-concept, the constant (intercept) is 3.72, and the coefficient for parental involvement (overall) is 0.03, the standardized coefficient (beta) for parental involvement (overall) is 0.05, the t-statistic for the predictor is 0.64, and its associated p-value (sig.) is 0.52. The regression model showed a sum of squares for the regression component of 0.17, with 1 degree of freedom, resulting in a mean square of 0.17. The F-statistic for the regression model was 0.41, and the associated p-value (Sig.) was 0.52, indicating that the regression model is not statistically significant.

In academic motivation, the constant (intercept) is 4.75, and the coefficient for parental involvement (overall) is 0.16, the standardized coefficient (beta) for parental involvement (overall) is 0.15, the t-statistic for the predictor is 2.13, and its associated p-value (Sig.) is 0.03. The regression model showed a sum of squares for the regression component of 3.84, with 1 degree of freedom, resulting in a mean square of 3.84. The F-statistic for the regression model was 4.55, and the associated p-value (Sig.) was 0.03, indicating that the regression model is statistically significant at the 0.05 level. Based on these results, it can be concluded that the regression model,

which examines the influence of parental involvement (Overall) on academic motivation, is statistically significant ($p = 0.03 < 0.05$). Therefore, in this analysis, there is evidence to suggest a significant effect of parental involvement (Overall) on academic motivation among college students. On the other hand, influence of parental involvement (Overall) on self-concept, is not statistically significant ($p = 0.52 > 0.05$). Therefore, in this analysis, there is no evidence to suggest a significant effect of parental involvement (Overall) on

self-concept among college students.

The results shows that parental involvement have no significant effect on the self-concept of college students and according to Senler et al. (2009), this is because as students grow older, specifically during puberty, they tend to seek and be more interested in peer relationships and spend more time with peers than their parents. Therefore, the self-concept of college students is not affected by parental involvement considering that students' time with their parents is becoming less.

Conclusion

Although previous research has shown that Parental Involvement has a significant effect on students' self-concept, the findings above show that parental involvement has no significant effect on students' self-concept. In conclusion, college students ages 18 and above have a sense of independence; therefore, the parents are no longer the center of building their self-concept. On the other hand, the findings show that Parental Involvement significantly affects students' Academic Motivation. Even though college students have a sense of independence, they still need parental support in terms of their education. These supports may be regarded as providing their school necessities (e.g., tuition fees, school materials, etc.) and the presence that parents bestow during their milestone events. Despite this, some students still feel that studying may be a waste of time. This is due to the fact that the student's motivation in completing their college education is based on intrinsic motivation, whether they are capable and determined to finish their degree about their chosen program, significantly affects students' motivation to be career-oriented. Therefore, the researchers conclude that if the parents help the students decide which program they will take, they become highly motivated to have a brighter future because they see education as preparation for their chosen career.

Students. It is highly recommended to understand the significance of living a balanced lifestyle. Adequate sleep, proper nutrition, and relaxation time all contribute to overall well-being, positively influencing motivation and self-concept. Participation in clubs, sports, or other extracurricular activities can help to develop a well-rounded self-concept. Seek advice from academic counselors or psychologists if necessary. Professionals can offer additional assistance and strategies to improve academic motivation and self-concept. Students should communicate with professors directly and seek academic assistance when necessary.

Parents and Guardians. It is also advised that they establish reasonable expectations for college students that take into account their skills, interests, and career aspirations. They should also encourage open and honest communication between themselves and their college students regarding academic goals, challenges, and expectations. Exhibit a positive outlook on education and personal growth. Parents are important role models for their children, and their passion for learning can motivate them. Refrain from comparing between siblings or peers because this can have a bad effect on their self-esteem. Exhibit a positive outlook on education and personal growth. Parents are important role models for their children, and their passion for learning can motivate them. Motivate pupils to assume responsibility for their educational path. Encourage independence by giving them the freedom to choose their extracurricular and academic pursuits. Allow the student to develop a sense of responsibility by providing guidance without being overly controlling.

Educators. Plan regular check-ins to talk about academic progress, challenges, and successes. These check-ins can take place in person, over the phone, or via video chat. Recognize and respect each student's uniqueness. Support should be tailored to their specific needs, strengths, and challenges. Teach students to take ownership of their academic progress and to speak up for themselves in educational settings.

Community. Recognize the emotional difficulties that come with academic pursuits. During stressful times, lend a listening ear and provide emotional support. Stress that mistakes and setbacks are a normal part of the learning process and can help you grow as a person. Conduct workshops or seminars on effective parenting strategies during the college years.

Counselors. Reinforce the significance of goal-setting in maintaining motivation and a positive self-concept. Provide resources like articles, books, or workshops to help parents understand college students' difficulties. Address common concerns and offer suggestions for creating a positive academic environment at home. Assist parents in balancing providing guidance and allowing their children to take ownership of their academic journey.

Educational Institutions. Encourage students to participate in extracurricular activities. Conduct seminars and share information about the importance of a growth mindset with parents and students. Understanding that abilities can be developed through hard work and perseverance can boost motivation and self-concept. Use technology to improve communication among parents, students, and educational institutions. Use digital platforms to distribute academic updates, performance reports, and other pertinent information.

Future Researchers. Future researchers should conduct longitudinal studies to track changes in academic motivation and self-concept over time. It can help establish causal relationships, and researchers should ensure sample diversity, combine qualitative and quantitative data, and control for potential confounding variables. Investigating different parent involvement styles, assessing the quality of the parent-student relationship, and comparing the influence of parental involvement with that of peer relationships are also recommended. Researchers should be culturally sensitive and consider practical applications of their findings in terms of interventions and policies, ensuring ethical research practices, and promoting public engagement. Encouraging replication studies and interdisciplinary collaborations can contribute to a deeper understanding of the topic. They should aim for a comprehensive and nuanced approach, addressing the multidimensionality of parental involvement, cultural differences, and various contextual factors, to

provide valuable insights and practical guidance for supporting students effectively. It is also recommended that future researchers further the study regarding the non-significant relationship between parental involvement and self-concept.

References

Ackerman, C. E., What is Self-Worth & How Do We Build it? (2018) https://positivepsychology.com/self-worth/

Ahmad, N. A., Ahmad, A. R., Hassan, S. A., Nee, C. L., & Othman, N. H. (2016). The Typology of Parental Engagement and its Relationship with the Typology of Teaching Practices, Student Motivation, Self-Concept and Academic Achievement. Journal of Management and Marketing Review, 1(1), 1-9.

Albiso, C. F., Amante, D. K., Baruel, A. F., Cabanilla, A., Cortes, V., Devilleres, T.R., & Dolino, B. E. T. (2022). Parental Involvement and Academic Performance of High School Students: A Correlational Study. Journal of Humanities and Education Development, 4(3), 185-195.DOI: https://dx.doi.org/10.22161/jhed.4.3.22

Alivernini, F., & Lucidi, F. (2008). The Academic Motivation Scale (AMS): Factorial Structure, Invariance, and Validity in the Italian Context. http://www.tpmap.org/wp-content/uploads/2014/11/15.4.3.pdf

Amante, E. L. G., Gindap, R. A. L., Varquez, A. A., Maureal, A. F., Torres, D. J. D.,

Masepequiña, J. N. C., Arig, R. E., Galang, G. D. M., Pableo, C. P., Pogpog, J. B., Granada, C. O., & Magnanao, J. M. (2022). The Relationship Between Parental Involvement and Academic Motivation of Grade 11 and 12 Senior High School Students. Ioer International Multidisciplinary Research Journal, 4(2), 30-40. DOI: https://doi.org/10.54476/iimrj112

Ayala, G. X., Elder, J. P. (2013). Qualitative Methods to Ensure Acceptability of Behavioral and Social Interventions to the Target Population. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3758883/#:~:text=Acceptability%20refers%20to%20determining%20how,target%20population%20and%20organizational%20setting.

Babbie, Earl R. (2010). Research Guides: Organizing Your Social Sciences Research Paper: Quantitative Methods. Usd.edu. https://libguides.usc.edu/writingguide/quantitative

Bartolome, M., Mamat, N., & Masnan, A. H. (2017). Parental involvement in the Philippines: A review of literature. International Journal of Early Childhood Education Care 6, 41-50. DOI: https://doi.org/10.37134/saecj.vol6.5.2017

Brown, G., Mangelsdorf, S., Neff, C., Sullivan, S., & Frosch, C. (2015). Young Children's Self-Concepts: Associations with Child Temperament, Mothers' and Fathers' Parenting, and Triadic Family Interaction. Merrill Palmer Q (Wayne State Univ Press), 55(2), 184–216. DOI: http://doi.org/10.1353/mpq.0.0019

Browning, R., Anova, R., & Naka, A. (2023). What Does Education Mean? https://www.britannica.com/topic/education

Buoy, M. M. (2013). The Influence of Parental involvement on Academic Motivation and Achievement in College Students. Eastern Illinois University Institutional Repository, The Keep, 3 - 17.

Caasi, N., & Pentang, J. (2022). Parental Factors Related to Students' Self-Concept and Academic Performance amid COVID-19 and Distance Learning. Universal Journal of Educational Research, 1(4), 202-209.

Cherry, K., Intrinsic Motivation: How Internal Rewards Drive Behavior. (2023) https://www.verywellmind.com/what-is-intrinsic-motivation-2795385

Cherry, K., What is Extrinsic Motivation? (2023). https://www.verywellmind.com/what-is-extrinsic-motivation-2795164

Cheon, S. H., & Reeve, J. (2015). A classroom-based intervention to help teachers decrease students' amotivation. Contemporary Educational Psychology, 40, 99-111. DOI: 10.10116/j.cedpsych.2014.06.004

Deb, S., & McGirr, K. (2015). Role of Home Environment, Parental Care, Parents Personality and Their Relationship to Adolescent Mental Health. Journal of Psychology & Psychotherapy, 05(06). DOI:10.4172/2161-0487.1000223

Deng, L., Zhou, N., Nie, R., Jin, P., Yang, M., & Fang, X. (2017). Parent-teacher partnership and high school students' development in mainland China: the mediating role of teacher-student relationship. Asia Pacific Journal of Education, 38(1), 15–31. DOI:10.1080/02188791.2017.1361904153. Doi: https://doi.org/10.26529/cepsj.291

Epstein, J. L. (2010). School/Family/Community Partnerships: Caring for the Children We Share. Phi Delta Kappan, 92(3), 81–96. doi: https://doi.org/10.1177/003172171009200326

Eipstein, J. (1990). Epstein's Framework of Six Types of Involvement Partnership. Center for the Social Organization of Schools.

Garcia, A. S., & De Guzman, M. R. T. (2020). The meanings and ways of parental involvement among low-income Filipinos. Early Childhood Research Quarterly, 53, 343–354. DOI: https://doi.org/10.1016/j.ecresq.2020.05.013

Government of Quebec, Social Acceptability (2023). https://www.quebec.ca/en/government/policies-orientations/social- acceptability/

Grolnick, W. S. (2016). Parental Involvement and Children's Academic Motivation and Achievement. Building Autonomous Learners, 169–183. doi:10.1007/978- 981-287-630-0_9

Haines, S. J., Gross, J. M. S., Blue-Banning, M., Francis, G. L., & Turnbull, A. P. (2015). Fostering Family–School and Community–School Partnerships in Inclusive Schools. Research and Practice for Persons with Severe Disabilities, 40(3), 227–239. DOI:10.1177/1540796915594141

Henry, C. S., Plunkett, S. W., & Sands, T. (2011). Family Structure, Parental Involvement, and Academic Motivation in Latino Adolescents. Journal of Divorce & Remarriage, 52(6), 370–390. doi:10.1080/10502556.2011.592414

Hill, E. (2014). Recollection of Middle and High School Years: The Effect of Parental Involvement on College Students' Motivation. McNair Scholars Research Journal, 10(1), 29-38.

Hu, H., & Luo, H. (2021). Academic Motivation among senior students majoring in rehabilitationrelated professions in China. https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-%2003016-9 of Azad Kashmir, Pakistan. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6538102/#:~:text=Academic%20Motivation%20Scale%20(AMS)%20is,researches%20%5B7%2D9%5D.

Jassar, R., & Sharma, N. (2022). Study of Parent-Child Relationship in Relation to Self-Concept of Secondary School Students. International Journal of Research Publication and Reviews, 3(12), 1173-1177.

Khan, F. N., Begum, M., Imad, M. (2019). Relationship between Students' Home Environment and their Academic Achievement at Secondary School Level. Pakistan Journal of Distance & Online Learning 5(2), 223-234. https://files.eric.ed.gov/fulltext/EJ1266643.pdf

Kumar, V., & Tankha, G. (2021).Nurturing Spiritual Intelligence inthe Classroomhttps://www.igi-global.com/chapter/nurturing-spiritual- intelligence-in-the-classroom/274178?fbclid=IwAR33- Pll7v4OAyb9b1iOaEM1kU4itlK-Hv4ZPYTmy5cP0hck1AHq1e3z_W8

Laryea, J., Saani, A., & Brew, E. (2014). Influence of students' self-concept on their academic performance in the Elmina township. European Journal of Research and Reflection in Educational Sciences, 2(4), 1-10.

Li, G., Lin, M., Liu, C., Johnson, A., Li, Y., & Loyalka, P. (2019). The prevalence of parent-teacher interaction in developing countries and its effect on student outcomes. Teaching and Teacher Education, 86, 102878.DOI:10.1016/j.tate.2019.102878

Li., P., Extrinsic Motivation: How Many Different Types Are There? (2023). https://www.parentingforbrain.com/extrinsic-motivation/#:~:text=External%20regulation%20means%20you%20do,contr olled%20by%20an%20external%20source.

Llego, M. A. (2022). Why Schools Should Encourage Parental Involvement in Education. TeacherPH. https://www.teacherph.com/schools-encourage- parental-involvement-education/

Lourdes, M., Pedro, I., & Peixoto, F. J. (2018). Parental Support, Student Motivational Orientation and Achievement: The Impact of Emotions. International Journal of Emotional Education, 10(2), 77-92.

Lyons, H. (2023). Academic Challenges https://withtherapy.com/mental-health- resources/academic-challenges/?fbclid=IwAR1Erm70a8y54f2n3Un8m6Bqk3MrEiFNMhXTJpHiPyd0Y utL6y_V33aGOJw

Mahr, N., What are Levels of Communication (2022). https://study.com/learn/lesson/levels-of-communication.html/

Malacañang Manila (1974). Presidential Decree No. 603, Article I, The Child and Youth Welfare Code. https://www.officialgazette.gov.ph

Marshall, N. L. (2004). The Quality of Early Child Care and Children's Development. Current Directions in Psychological Science, 13(4), 165–168. doi:10.1111/j.0963-7214.2004.00299.x

Matejevic, M., Jovanovic, D., & Jovanovic, M. (2014). Parenting Style, Involvement of Parents in School Activities and Adolescents' Academic Achievement. Procedia - Social and Behavioral Sciences, 128, 288–293. DOI:10.1016/j.sbspro.2014.03.158

McCart, A. B., Sailor, W. S., Bezdek, J. M., & Satter, A. L. (2014). A Framework for Inclusive Educational Delivery Systems. Inclusion, 2(4), 252–264. DOI:10.1352/2326-6988-2.4.252

McNeal, R. B., Jr. (2014). Parent Involvement, Academic Achievement and the Role of Student Attitudes and Behaviors as Mediators. Universal Journal of Educational Research 2(8), 564-576.DOI: https://doi.org/10.13189/ujer.2014.020805

Moneva, J., Villaro, M., & Malbas, M. (2020). Student Self-Esteem and Parental Involvement in Students Academic Performances.

International Journal of Social Science Research, 8(2), 218-251. DOI: http://doi.org/10.5296/ijssr.v82.17219 Journal of Education and Practice, 6(29), 74-80.

Matejevic, M., Jovanovic, D., & Jovanovic, M. (2014). Parenting Style, Involvement of Parents in School Activities and Adolescents' Academic Achievement. Procedia - Social and Behavioral Sciences, 128, 288–293. DOI:10.1016/j.sbspro.2014.03.158

Ningsih, R., Degeng, I., Triyono, & Ramli, M. (2022). Learning Motivation, Democratic Parenting, and Peer Relations Predict Academic Self-Concept. European Journal of Educational Research, 11(3), 1629-1641. DOI: https://doi.org/10.12973/eu-jer.11.3.1629

Núñez, J. C., Epstein, J. L., Suárez, N., Rosário, P., Vallejo, G., & Valle, A. (2017). How Do Student Prior Achievement and Homework Behaviors Relate to Perceived Parental Involvement in Homework? Frontiers in Psychology, 8. DOI:10.3389/fpsyg.2017.01217

Omar, R., Ahmad, N. A., Hassan, S. A., & Roslan, S. (2017). Parental Involvement and Achievement Motivation: Association with Students' Achievement in Vocational Colleges, Malaysia. International Journal of Academic Research in Business and Social Sciences, 7(Special issue), 11-24. DOI: http://dx.doi.org/10.6007/IJARBSS/v7-i14/3648

Philippine Statistics Authority (2021). 2020 Census of Population and Housinghttps://psa.gov.ph

Ryan, R. M., Stiller, J. D., & Lynch, J. H. (1994). Representations of Relationships to Teachers, Parents, and Friends as Predictors of Academic Motivation and Self- Esteem. The Journal of Early Adolescence, 14(2), 226–249. DOI:10.1177/027243169401400207

Robson, P. (1989). Development of A New Self-Report Questionnaire to Measure Self Esteem. Psychological Medicine, 19(2), 513-518. DOI: https://doi.org/10.1017/S003329170001254X

Rodriguez, S., Piñuero, I., Taibo-Gomez, M. A., Regueiro, B., Estevés, I., & Valle, A. (2017). An Explanatory Model of Maths Achievement: Perceived Parental

Savioni, L., Triberti, S., Durosini, I. et al. How to make big decisions: A cross- sectional study on the decision-making process in life choices. Curr Psychol 42, 15223–15236 (2023). https://doi.org/10.1007/s12144-022-02792-x

Senler, B., & Sungur, S. (2009). Parental Influences on Students' Self-Concept, Task Value Beliefs, and Achievement in Science. The Spanish Journal of Psychology, 12(01), 106–117. doi:10.1017/s1138741600001529

Pedrelli, P., Nyer, M., Yeung, A., Zulauf, C., & Wilens, T. (2014). College Students: Mental Health Problems and Treatment Considerations. Academic Psychiatry, 39(5), 503–511. doi:10.1007/s40596-014-0205-9

Povey, J., Campbell, A. K., Willis, L.-D., Haynes, M., Western, M., Bennett, S., … Pedde, C. (2016). Engaging parents in schools and building parent-school partnerships: The role of school and parent organisation leadership. International Journal of Educational Research, 79, 128–141. DOI: 10.1016/j.ijer.2016.07.005

Sieck, W., What is Competence and Why is it Important? https://www.globalcognition.org/what-is-competence

Stelmach, B. (2016). Parents' participation on school councils analysed through Arnstein's ladder of participation. School Leadership & Management, 36(3), 271–291. DOI:10.1080/13632434.2016.1247048 Oxford University Press (2023). Oxford Languages. https://languages.oup.com/

Teressa, T., D. & Bekele, G. (2021). Motivational Predictors of Tenth Graders' Academic Achievement in Harari Secondary Schools. International Journal of Education & Literacy Studies

Tus, J. (2020). Self – Concept, Self – Esteem, Self – Efficacy and Academic Performance of the Senior High School Students. Scientific Journal Impact Factor, 4(10), 45-59. DOI: http://doi.org/10.6084/m9.figshare.13174991.v1

Twum-Antwi, A., Jefferies, P., & Ungar, M. (2019). Promoting child and youth resilience by strengthening home and school environments: A literature review. International Journal of School & Educational Psychology, 8(2), 78–89.DOI:10.1080/21683603.2019.166028

Ugwuanyi, C., Okeke, C., & Njeze Kingsley C. Njeze (2020). Parenting Style and Parental Support on Learners' Academic Achievement. Journal of Sociology and Social Anthropology. DOI: 10.31901/24566764.2020/11.3-4.352

Urdan, T., Solek, M., & Schoenfelder E. (2007). Students' perceptions of family influences on their academic motivation: A qualitative analysis. European Journal of Psychology of Education 22, pages 7–21. DOI: https://doi.org/10.1007/BF03173686

Usher, E.L., & Morris, D.B. (2012). Academic Motivation. Encyclopedia of the Sciences of Learning. DOI: https://doi.org/10.1007/978-1-4419-1428-6_834

Utbo, H. D. & Arenga, J. B. (2021). Parental Involvement: Its Influence To Pupils' Learning Performance Under The New Normal. Mazedan International Journal of Social Sciences and Humanities, 2(9), 13-23.

Vallerand, R., Pelletier, R., Blais, M., & Brière, N. (1992). The Academic Motivation Scale: A Measure of Intrinsic, Extrinsic, and

Amotivation in Education. https://www.researchgate.net/publication/209836138_The_Academic_Motivation_Scale_A_Measure_of_Intrinsic_Extrinsic_and_Amotivation_in_Education

VandenBos, G. R. (Ed.). (2015). APA Dictionary of Psychology® (2nd ed.). American Psychological Association. http://www.jstor.org/stable/j.ctv1chrw2d

Verma, A., & Wagani, R. (2022). The Role of Parent-Child Relationship, Self-Esteem and SelfConcept in Academic Achievement. The International Journal of Indian Psychology, 10(4), 980-988. DOI: http://doi.org/10.25215/1004.095

Vinney, C. (2018). What Is Self-Concept In Psychology?.https://www.thoughtco.com/self-concept-psychology-4176368

Vocabulary.com, Inc. (2023). Significance. A division of IXL Learning. https://www.vocabulary.com/dictionary/significance

Wang, M.-T., & Sheikh-Khalil, S. (2013). Does Parental Involvement Matter for Student Achievement and Mental Health in High School? Child Development, 85(2), 610–625. DOI: https://doi.org/10.1111/cdev.12153

Weber, M., Wagner, L., & Ruch, W. (2014). Positive Feelings at School: On the Relationships Between Students' Character Strengths, School-Related Affect, and School Functioning. Journal of Happiness Studies, 17(1), 341–355. DOI:10.1007/s10902-014-9597-1

Williams, C. (2007). Research Methods. Journal of Business & Economic Research. https://clutejournals.com/index.php/JBER/article/view/2532/2578?fbclid=Iw AR1WelYIQz2L4gC1XNKXI5-_bn5K_uj0w1TSZXfEy4dlkDmEjaR4X00VMio

Yoder, J. R., & Lopez, A. (2013). Parent's Perceptions of Involvement in Children's Education: Findings from a Qualitative Study of Public Housing Residents. Child and Adolescent Social Work Journal, 30(5), 415–433. DOI: https://doi.org/10.1007/s10560-013-0298-0

Zamarripa, J., Castillo, I., Baños, R., Delgado, M., Álvarez, O., Motivational Regulations Across the Stages of Change for Exercise in the General Population of Monterrey (Mexico). Front Psychol. 2018 Dec 3;9:2368. DOI: 10.3389/fpsyg.2018.02368. PMID: 30559693; PMCID: PMC6287469.

Affiliations and Corresponding Information

Leila Ella Bleu A. Abay-Abay
Dr. Carlos S. Lanting College – Philippines

Wendy Anne B. Badion
Dr. Carlos S. Lanting College – Philippines

Janine Marigold B. Lopez
Dr. Carlos S. Lanting College – Philippines

Marian Eunice J. Mangahas
Dr. Carlos S. Lanting College – Philippines

Ariann R. Ramiro
Dr. Carlos S. Lanting College – Philippines

Bea Teresa S. Sengco
Dr. Carlos S. Lanting College – Philippines