

Parental Involvement and Parenting Styles in Relation to Pupils' Academic Motivation

Maria Fe S. Mabao^a, Azel M. Valle^b

^amariafe.mabao@deped.gov.ph ^bjeazelvalle@gmail.com
Southern de Oro Philippines College – Graduate School, Cagayan de Oro City, Philippines

Abstract

This study sought to determine the level of parental involvement, parenting styles, academic motivation of the pupils, and the significant relationship between academic motivation, parental involvement, and parenting styles. A total of 136 parents and pupils at Malanang Integrated School comprised the respondents of the study. The study employed the descriptive-correlational design using the purposive universal sampling. Mean, standard deviation were used to find out the level of parental involvement, parenting styles, and academic motivation of the pupils. Pearson Moment Correlation of Coefficient was used to determine the significant relationship between the independent and dependent variables. The study revealed that the parents are actively involved in communicating with their child and other stakeholders for better achievement of the child. They practiced all the parenting styles with authoritative as the predominant parenting style used by the parents in rearing their child. The pupils have a very high academic motivation. Parental involvement in communication, permissive and authoritative parenting styles have a significant bearing or association with the academic motivation of the pupils. It is recommended that parents can enhance their involvement at home by finding quality time with their child. The teachers can sustain or even enhance the motivation of the pupils by designing instruction that will give provision for individual differences. Finally, a similar study may be conducted to confirm or refute the results of this study.

Keywords: parental, involvement, styles, academic, motivation.

1. Introduction

The education of the children is not the only responsibility of the school. It is a concerted effort among the family, school, and community. Education of the child starts at home. Basic life skills, language, and values are learned in the family. The responsibility to socialize and educate children is a shared obligation between parents and schools. For a child to reach academic achievement, parents must be involved and participate in the educational process. The more parental involvement, the more learners are likely to reach their maximum potentials and become productive members of the society.

Parental involvement is an active and meaningful involvement in children's learning. Such learning can take place in a variety of settings including early learning and childcare settings, schools, the community, through family learning and learning at home. Furthermore, it represents a greater commitment, ownership of action within educational settings such as early learning and childcare settings or schools (National Improvement Hub, 2021).

Consequently, with the parents' engagement in the education of their children they perform better in school when their parents are involved with their schoolwork compared to students whose parents are uninvolved, kids with involved parents get better grades and are thought more highly of by teacher. These effects remain in the future, even if parents become less involved as the child ages. Parent involvement in school-based activities seems to have the greatest effect on kids' grades, but home-based parent involvement also plays at least some role (Gonzalez-DeHass, 2019).

Parents can be involved in their children's learning through becoming part of the Parents Teachers Community Association (PTCA), being concerned about their children's academic performance, showing dedication in their children's learning through availing themselves during parents meetings, to gain a better understanding of the performance of their children. More so, parents can also be involved by means of follow-ups with their children's subject teachers to identify areas where the children are facing challenges (Clinton & Hattie, 2013). Where children fail, parents go to the extent of contacting their teacher, thus, building and strengthening the teacher and parent relationship which would show their commitment towards their children's learning.

The implementation of the Modular Distance Learning through Self Learning Modules has provided a different approach to learning. However, though Distance learning has been practiced for a long time, it is still new to most of the learners' today. MDL-SLM is part of DepEd's Learning Continuity Plan. Since, most learners are not that familiar with this modality, it is giving them a hard time to cope with it. Several challenges and barriers hinder the learner's accomplishment of MDLSLM. Individualized instruction in modular distance learning is useful in remote areas with limited internet access such as mountains. Learners use self-learning modules in print or digital format. They may need home visits by

teachers for learners' remediation or assistance. If it is workable, students could reach their teacher via email, telephone, text message or instant messaging.

Through this learning modality the more that the parents are involved in the education of their children. The learners may be adjusting from the traditional school set up they were used to. So as parents and guardians, the devotion in giving them the support and guidance will be of big help. However, it may sound off, but it is a sad reality that not all parents are well equipped with proper education. It is in these contexts that the researcher is motivated to conduct this study to find out how the parents are engaged in the education of their children and their academic motivation. Thus, this study is conceived.

The study was anchored on the theory of Sociocultural Theory of Lev Vygotsky. He believed that parents, caregivers, peers, and the culture at large are responsible for developing higher-order functions. According to him, learning has its basis in interacting with other people. Once this has occurred, the information is then integrated on the individual level. An important concept in sociocultural theory is known as the zone of proximal development. According to Vygotsky, this is "the distance between the actual development level of the learner as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers. Essentially, it includes all the knowledge and skills that a person cannot yet understand or perform on their own but is capable of learning with guidance. As children are allowed to stretch their skills and knowledge, often by observing someone who is slightly more advanced than they are, they can progressively extend this zone.

Moreover, the education of the children is a collaborative undertaking among stakeholders the school, home, and community. Thus, involvement of the parents in the education of their children is very critical to reach their full potentials. Parental involvement refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfil their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can (Ntekane, 2018).

Goodall (2018) consider parental engagement as active and meaningful involvement in children's learning. Such learning can take place in a variety of settings including early learning and childcare settings, schools, the community, through family learning and learning at home. Parental engagement represents a greater 'commitment, ownership of action' than parental involvement within educational settings such as early learning and childcare settings or schools. Another underpinning of this study was Baumrind Theory of Parenting Styles. Baumrind developed the authoritarian, authoritative and permissive parenting styles. Based on Baumrind's observations, authoritarian parents are rigid and controlling, and they demand a lot from their children without offering warmth or responding to a child's needs. A child must do as he is told.

Furthermore, Authoritarian parents rely on harsh discipline, and a child has little control over his life. The effect of this tends to produce children who are not sure of themselves and who have difficulty completing tasks (Esplin, 2017). On the other hand, the authoritative parent sets high expectations. Unlike the authoritarian parent, the authoritative parent is responsive to her child's needs. These parents are flexible. They listen and give advice. Baumrind stated that children of authoritative parenting are the most likely of the three styles to have positive outcomes. These children are self-reliant, have high self-esteem and are popular with their peers. Authoritative parents encourage their children to be independent and assertive, while also being respectful of others. These parents rely on reason, not force. They explain the rules and they listen to their children, and they set reasonable expectations. Finally, permissive parenting style is characterized by low demandingness with high responsiveness. The permissive parent is overly responsive to the child's demands, seldom enforcing consistent rules. The "spoiled" child often has permissive parents.

According to Tang, et al. (2018) parenting styles have significant influence on children's academic motivation. In addition, mothers' authoritative parenting styles were related to enhanced intrinsic motivation and identified regulation. Moreover, mothers' authoritarian parenting styles were negatively related to introjected regulation and external regulation. Lastly, both mothers' and fathers' permissive parenting styles were positively related to external regulation.

The Attribution theory of Heider (1958) as cited in the work of Hooper (2018) also serve as the foundational framework of this study. The theory deals with how individuals perceive the causes of everyday experience, as being either external or internal. Further, the theory explains the action of regarding something as being caused by a person or thing. Hence, the independent variables in this study are the parental support and parenting styles these will serve as the external causes that most likely influence the pupils' academic motivation.

2. Methodology

The study employed the correlational design. A correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them. A correlation reflects the strength and/or direction of the relationship between two or more variables. The direction of a correlation can be either positive or negative (Bhandari, 2022).

The following statistical treatments were utilized to analyse the data of the study: Mean values and standard deviation were used to determine the level of parental involvement, level of parenting styles, and level of academic motivation. Pearson-Product Moment Correlation or Pearson-r was utilized to ascertain the significant relationship between the level of academic motivation and the level of parental involvement and parenting style.

3. Results and Discussions

Problem 1. What is the level of parental involvement:

- 1.1 at home;
- 1.2 at school; and
- 1.3 in communication?

Table 1
Summary Table of Parental Involvement

Indicators	Mean	SD	Description	Interpretation
Home	4.20	.82	Agree	Highly Involved
School	4.34	.75	Strongly Agree	Very HighlyInvolved
Communication	4.40	.83	Strongly Agree	Highly Involved
Overall Mean	4.31	.80	Strongly Agree	Very HighlyInvolved

Note: 4.21-5.0 Very Highly Involved; 3.41-4.20 Highly Involved; 2.61-3.40 Moderately Involved; 1.81-2.60 Less Involved; 1.0-1.80- Very Less Involved

Table 4 presents the summary of parental involvement. It can be deduced from the table that the parents are very highly involved in the education of their child as revealed by the overall mean rating of 4.31 describe as strongly agree, interpreted as very highly involved. This suggests that the child has the full support of their parents in terms of their academic journey. Llego (2021) stressed that parental involvement is a critical factor in the success of children's education. When parents are involved in their children's education, children are more likely to do well in school and have better social and emotional development. Parental involvement improves student achievement, self-esteem, and behavior.

In addition, among the three constructs of parental involvement, communication got the highest mean rating of 4.40 with a standard deviation of .83 described as strongly agree, interpreted as highly involved. Tutt (2021) emphasized that by prioritizing communication with families at the start of the school year, educators can foster strong parent engagement, break down barriers, and provide support for all students. Moreso, parental involvement got the second mean rating of 4.30 with a standard deviation of .75 described as strongly agree, interpreted as highly involved. Finally, parental involvement at home got the lowest mean rating of 4.20 with a standard deviation of .82 described as agree, interpreted as highly involved. The data imply that although there are variances in the mean rating of the three constructs of parental involvement the parents are fully engaged in the academic endeavors of their child at home, in school, and communication.

Problem 2. What is the level of parenting styles in terms of:

- 2.1 permissive style;
- 2.2 authoritarian style;
- 2.3 authoritative style;
- 2.4 uninvolved?

Table 2
Summary Table of Parenting Style

Indicators	Mean	SD	Description	Interpretation
Permissive	2.78	1.36	Undecided	Moderately Practiced
Authoritarian	3.17	1.25	Undecided	Moderately Practiced
Authoritative	4.42	.62	Strongly Agree	Very Highly Practiced
Uninvolved	2.29	1.39	Disagree	Less Practiced

Note: 4.21-5.0 Very High Practiced; 3.41-4.20 Highly Practiced; 2.61-3.40 Moderately Practiced; 1.81-2.60 Less Practiced 1.0-1.80- Very Less Practiced

Table 2 discloses the summary of parenting styles. It can be deduced from the table that authoritative parenting style is very highly practiced as evident on the highest mean rating 4.42 and a standard deviation .62 obtained by this parenting style. This is followed by authoritarian and permissive parenting styles with mean ratings 3.17 and standard deviation of 1.25 and permissive parenting style 2.78 and a standard deviation of 1.36 respectively described as undecided, interpreted as moderately practiced. The least practiced parenting style is uninvolved with a mean rating of 2.29 and a standard deviation of 1.39 described as disagree, interpreted as less practiced.

The findings entail that the parents practiced the healthy parenting styles which is the authoritative style as evident on the rating of the parents. Authoritative parenting is considered a healthy approach to parenting that benefits the child throughout their life. There are rules, limits, and consequences with this parenting style, but there are also more opportunities for the child to be heard and considered in making and enforcing those rules (Regain Editorial Team, 2022). Additionally, studies showed this type of positive discipline has shown to produce resilient, confident, respectful, and happy children. Children of authoritative parents are allowed to fail and learn from their mistakes.

Problem 3. What is the level of pupils' academic motivation?

Table 3

Pupils' Academic Motivation

Indicators	Mean	SD	Description	Interpretation
1. I work hard at school.	4.91	.31	Strongly Agree	Very High
2. It is important to me that I improve my skills.	4.45	1.25	Strongly Agree	Very High
3. I concentrate on my schoolwork.	4.89	.31	Strongly Agree	Very High
4. I feel proud of my school.	4.89	.31	Strongly Agree	Very High
5. I am a responsible student.	4.67	.66	Strongly Agree	Very High
6. I am treated with as much respect as otherpupils.	4.89	.31	Strongly Agree	Very High
7. I complete my schoolwork regularly.	4.89	.31	Strongly Agree	Very High
8. In my school, I feel that I belong to a group offriends.	4.89	.97	Strongly Agree	Very High
9. I take responsibility for working on my goals.	4.89	.99	Strongly Agree	Very High
10. I am comfortable asking my teachers forhelp.	4.11	.31	Agree	High
11. I know I can finish my studies.	4.90	.31	Strongly Agree	Very High
12. I am hopeful about my future.	4.89	.69	Strongly Agree	Very High
13. I work well in a group or team.	4.54	1.03	Strongly Agree	Very High
14. It is easy for me to communicate my thoughtsand ideas.	4.67	1.09	Strongly Agree	Very High
15. I am comfortable interacting with people froma different background or group.	4.23	.79	Strongly Agree	Very High
16. I am diligent, hardworking, and careful.	3.87	.87	Agree	High
17. I try things even if I might fail.	4.21	.97	Strongly Agree	Very High
18. One of my goals in class is to learn as muchas I can.	4.09	.68	Agree	High
19. I like to imagine new ways to do things.	4.43	.47	Strongly Agree	Very High
20. When my solution to a problem is notworking, I try to figure out what went wrong.	4.54	1.03	Strongly Agree	Very High
Overall Mean	4.66	.62	StronglyAgree	Very High

Note: 4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low 1.0-1.80- Very Low

Table 3 presents the level of academic motivation of the pupils. It can be deduced from the table that the pupils have a very high extent of academic motivation as disclosed by the overall mean rating of 4.65 and a standard deviation of .62 described as strongly agree and interpreted as very high. This means that the pupils are highly motivated in their academic endeavors. This implies further that they wanted to finish their studies hoping that they have a job and help their parents in the near future. Furthermore, with the achievement motivation they have they can reach their goals in life. Steinmayr, et al. (2019) emphasized that achievement motivation energizes and directs behavior toward achievement and therefore is known to be an important determinant of academic success.

The above findings can be attributed to the kind of parenting style that the parents practiced. As established in this study the dominant parenting style of the parents is authoritative style. The authoritative parenting style has been linked to some positive aspects in young children and adolescents (Gill, 2017). In addition, authoritative parents are constantly encouraging their children, pointing out their strengths, helping them to work on their weaknesses and celebrating every victory. Children are motivated to work hard and give their best as their parents recognize and appreciate their efforts (Pace, 2022).

The table also presents the indicator with the highest mean rating. The indicator, I work hard at school, got the highest mean rating of 4.91 and a standard deviation of .31 described as strongly agree, interpreted as very high. This implies that the pupils are intrinsically and academically motivated that they have the passion and drive to study hard and finish their schooling. Shukla, et al. (2022) emphasized that academic motivation is an individual's judgment of his or her potentials to perform given actions. A child, who is academically motivated wants to learn, likes learning related activities, wants to investigate different types of task and believes school is important for their flourishing life. Motivation can be considered a driving force; a psychological drive that enhances or compels an action toward a desired goal. It is goal directed behavior which leads for academic success.

Table 3 also shows the indicator with the lowest mean rating. The indicator, I am diligent, hardworking, and careful, obtained the lowest mean rating of 3.87 and a standard deviation of .87 described as agree, interpreted as high extent. This means that the pupils less consider themselves as having energetic effort to achieve something. Maybe this can be attributed to their developmental stage since they are still very young to value the virtue of diligence. Further, the parents can nurture this virtue by consistently communicate and bond with their child.

Problem 4. Is there a significant relationship between the pupils' level of motivation, level of parental involvement, and level of parenting style?

Table 4

Correlation Analysis Between Parental Involvement, Parenting Styles and Academic Motivation

Variables	R-value	P-value	Decision on Ho	Interpretation
Parental Involvement				
Home	.058	.503	Accept	Not Significant
School	.131	.128	Accept	Not Significant
Communication	.515**	.000	Reject	Significant
Parenting Styles				
Permissive	-.612**	.000	Reject	Significant
Authoritarian	.067	.438	Accept	Not Significant
Authoritative	.717**	.000	Reject	Significant
Uninvolved	.560	.324	Accept	Not Significant

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed).

Table 4 presents the correlation analysis between the academic motivation parental involvement and parenting styles. It can be noted that parental involvement in terms of communication with R-value=.515 and P- value=.000<.05; permissive parenting style with R-value= -.612 and P- value=.000<.05; authoritative

parenting style with $R\text{-value}=.717$ and $P\text{-value}=.000<.05$ are statistically related to the academic motivation of the pupils. Therefore, the null hypothesis is rejected on for this reason. Furthermore, parental involvement in terms communication, permissive parenting style, and authoritative parenting style are significantly associated with the academic motivation of the pupils.

Furthermore, a healthy relationship is built on a strong foundation of communication. Maybe the most important life skill is the capability to successfully communicate. In the case of parent-child relationships, this is particularly vital. Effective parent-child communication promotes trust and develops empathy. When it comes to interacting, it is not just about conversing. It is all about listening to and feeling your child's thoughts and emotions (Podium School, 2021). Moreover, effective communication aids the child's maturation into a responsible and joyful adult. It also aids the development of stronger communication skills in the youngster, which will be useful later in life.

In like manner, learners with parents who talk to their children about school, implement constructive out-of-school activities, and help children plan for college support are more likely to: attend school regularly, consistently complete their homework, earn higher grades, and better test scores, and adapt well in school and develop better social skills (Waterford, 2022). Thus, communication with the child and other stakeholders is a critical element in the education of the child. With healthy communication it can optimize the child's academic development.

As to permissive parenting the statistical relationship is negatively high as evident on the $P\text{-value}=.612$. This means that permissive parenting style is inversely associated with the academic motivation of the pupils. Moreover, this can be interpreted as, the higher is the practiced of this parenting style the lower is the academic motivation of the pupils. On the other hand, the lesser practiced of this parenting style the higher if the academic motivation. The finding of this study affirms with the results of the study conducted by Shukla, et al.(2022) showing that there was negative relationship between academic motivation and permissive parenting style.

As regards to authoritative parenting style the significant association is highly positive as disclosed by the $R\text{-value}=.717$. This implies that the higher is the practiced of this parenting style the higher level is the academic motivation. This collaborates with the study conducted by Shukla, et al. (2022) which revealed that authoritative or democratic parenting style is positively associated with the academic motivation of the learners. Furthermore, the Journal of Child and Family Studies found that young children raised with authoritative parenting styles have stronger self-regulation skills and academic motivation (Wisner, 2022).

On the other hand, parental involvement with $R\text{-value}=.058$ and $P\text{-value}=.503$; parental involvement in school with $R\text{-value}=.131$ and $P\text{-value}=.128$; and authoritarian parenting style with $R\text{-value}=.067$ and $P\text{-value}=.438$ are not statistically related to academic motivation of the pupils. This implies that these variables have no significant bearing of the academic motivation of the pupils. Thus, the null hypothesis is accepted on this basis.

4. Conclusions and Recommendations

Based on the significant findings of the study the following conclusions are drawn:

1. The parents are actively involved in communicating with their child and other stakeholders for better achievement of the child.
2. The parents practiced all the parenting styles with authoritative as the predominant parenting style used by the parents in rearing their child.
3. The pupils have a very high academic motivation. They possessed achievement motivation that will guide their behavior towards what they want to achieve in life. Parental involvement in communication, permissive and authoritative parenting styles have a significant bearing or association with the academic

motivation of the pupils. On the other hand, parental involvement at home and in school, authoritarian and uninvolved parenting styles are not statistically associated with the pupils' level of academic motivation.

From the significant findings and conclusions of the study the following are offered:

1. The parents can enhance their involvement in the academic endeavors of their child at home by finding or sparing quality time talking with the child.
2. The parents may continue their parenting style which is more democratic or authoritative since this is the most ideal style that give more benefits in the academic achievement, emotional gains, and a healthy development of the child.
3. The teachers can nurture or sustain the academic motivation of the pupils by designing activities that give provisions to their motivator whether intrinsic or extrinsic.
4. The parents, teachers, and other stakeholders may continue to maintain an open communication channel because this the best way to enhance the academic motivation and the learning outcomes of the pupils.
5. A similar study with a wider scope and additional variables may be conducted in the future to confirm or refute the results of this study.

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