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Parental Autonomy Support, Parental Involvement and Academic Achievement in the Students' Motivation of College Students during Hyflex Learning Modality

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Abstract

This study investigated whether students' academic motivation during the Hyflex learning modality have a significant relationship with parental autonomy support, parental involvement, and academic achievement and the level of parental autonomy support, parental involvement, Academic Achievement among college Student Motivation during HyFlex Learning Modality. A sample of 100 college students of National University- Baliwag participated to complete a series of questionnaires, Pearson Correlation was used to attain the relationship bet ween the variables that was used. The result of the study found that the college students' Parental Autonomy Support, Parental Involvement, and their Academic Achievement, when combined, significantly predicts the dependent variable level of Academic Motivation during Hyflex Learning Modality (F [3, 96] = 4.744, p = .004). This implies that the null hypothesis (Ho) is rejected; thus, there is a significant relationship between the parental autonomy support, parental involvement, academic achievement of college students and their academic motivation during Hyflex learning modality when taken as a whole. The implies that among parents, providing better emotional and mental support, on top of the material supports could affect positively the academic achievements of college students. Based on these results, parents would benefit by considering different approach that suits the educational needs of the college students by providing autonomous support and becoming more physically and emotionally involved.

Keywords: *Parental Autonomy Support, Parental Involvement, Academic Achievement, Students' Motivation, College Students, National University – Baliwag.*

1. INTRODUCTION

Students who grow up in families that value autonomy are more likely to take initiative to solve issues, think for themselves, and explore their identities. Parents are in a unique position to ensure that these settings best meet their children's individual learning needs. College students' academic achievement has a significant impact on whether higher education ambitions are attained (Zhu, 2018). Academic achievement is a reliable gauge of how well teaching and education are done in higher education. Numerous factors affect college students' academic achievement and experts have studied this topic extensively. The transition from in-person to distant learning during the Covid-19 pandemic may have had an impact on university students' learning as well as their motivational and psychological well-

being.

According to the self-determination hypothesis (Ryan & Deci 2019), persons can be self-determined when their needs, such as those for competence, connection or relatedness, and autonomy, are met. College students that perform well academically are capable and capable of succeeding on their own, (Wong, 2018). Parental autonomy support, parental involvement and achieving their academic goals was said to be motivating the students to develop academic motivation. Academic achievement on the other hand could affect the students' motivation. Too much and not enough parental involvement can both contribute to low or high motivation. High academic performance could possibly contribute to high student' motivation while low academic performance may result in low motivation.

This study investigated how parental autonomy support, parental involvement, and academic achievement affect student motivation during Hyflex learning modality. Students who have parental support are motivated to excel on their academics to prove to their parents that they are doing well on their education. Respecting students' perspectives, promoting self-determination, giving them the chance to make independent decisions and refraining from using controlling language are ways that parents can show support for parental autonomy. The level of a parent's involvement in their children's education is known as parental involvement. Although some schools promote effective family involvement, there are times when parents are hesitant to get involved in their children's education. It has gained backing from Western countries.

The academic achievement of college students has a big impact on whether higher education goals are realized. Academic achievement is an accurate indicator of how well students are learning, how well higher education's teaching and educational processes are carried out, and how well students are progressing in general. In the Philippines, hybrid learning which combines in-person instruction with online and modular learning—was introduced as a result of a shift from in-person to remote learning during the Covid-19 outbreak. (Alvarez, 2020).

The general objective of this study is to determine the significant relationship of parental autonomy support, parental involvement, and academic achievement to the students' academic motivation.

What are the socio-demographic characteristics of the participants in terms of:

Age
Sex
Course
Year Level

What is the level of Student Motivation during Hyflex Learning Modality among College Students in terms of:

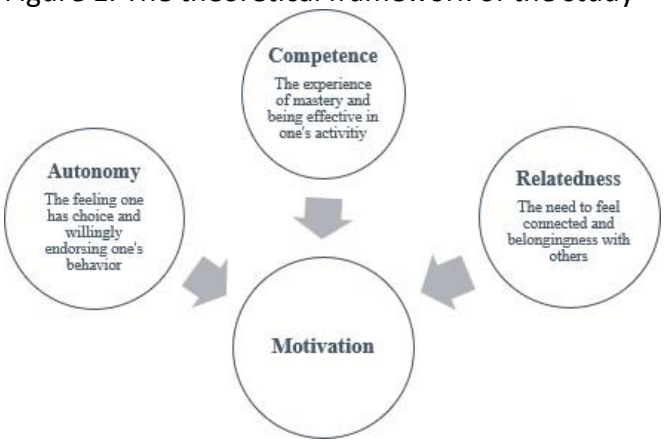
Parental Autonomy Support
Parental Involvement
Academic Achievement

Is there a significant difference in the parental autonomy support, parental involvement, academic achievement and students' motivation when grouped according to their socio demographic profiles?

Is there a significant relationship between parental involvement, autonomy support, and academic achievement of college students in terms of students' motivation during Hyflex learning modality?

According to the self-determination hypothesis (Ryan & Deci 2019), persons can be self-determined when their needs, such as those for competence, connection or relatedness, and autonomy, are met. An individual must believe they have self-control, that they can choose to do what they want, and that they are willing to put that choice into action. According to Wong (2018), parental participation and control over their child's life improves their independence and problem-solving abilities. They are independent and capable of doing well in school if they have autonomy. On the other hand, being competent means that a person has sufficient experience and has already mastered being effective in their domains. College students that perform well academically are capable and capable of succeeding on their own.

Figure 1. The theoretical framework of the study



According to the self-determination theory, people need autonomy, competence, and relatedness in order to inspire themselves to take action and accomplish their goals. Parental autonomy may have an impact on a child's ability to make decisions for themselves. Parental autonomy support is the process through which parents help their children develop independence in decision-making, problem-solving, and self-determination skills that may be essential as they mature. These three conditions must be met in order for students to be motivated to work toward their objectives.

Also, following this theory, parents can encourage their children's autonomous motivation by attending to their children's basic psychological needs, such as those for autonomy, competence, and relatedness (Ryan and Deci, 2000; Grolnick, 2019). Additionally, Grolnick (2019) proposed three parenting facets—parental autonomy support versus control, parental structure, and parental involvement—that, when combined, can satisfy each of a child's three basic needs while also promoting autonomy in children and enhancing their extrinsic motivational autonomy. Behavioral control, psychological control, and support for autonomy are mostly separate from one another, contrary to Grolnick's (2019) view of parental control and support for autonomy as two opposed conceptions on the same continuum.

2. METHOD

This study used a correlational quantitative method design in examining the relationship between parental autonomy support, parental involvement, academic achievement to the student's motivation during Hyflex Learning Modality. In terms of data gathering, quantitative method was implemented through online test questionnaires via Google Forms. There are 100 college students from National University - Baliwag that

participated in this study that were enrolled on school year 2022-2023. The participants of this study were determined using quota sampling method technique where random college students participated in this study from different programs at National University – Baliwag. The online test questionnaires were adapted from standardized test questionnaires (P-PASS, PIRS, Midterm Grade, and AMS-C28).

The researchers established criteria to ensure that the literature acquired is reputable and relevant to the study. The following are the needed requirements:

Source of information - If the literature is an article from a medical website or a previous study.

Year of Publication - If the study or article is published between years 2017 and 2022.

Content - If the article or source provides information about Parental Autonomy Support, Parental Involvement, and Academic Achievement to the Student's Motivation during HyFlex Learning Modality

Table 1. Reliability coefficients of the research instruments

Questionnaires	**Reliability (Cronbach's Alpha)**	**No. of Items**
Perceived Parental Autonomy Support	0.91	24
Parental Involvement Rating Scale	0.89	25
Academic Motivation Scale (College Students)	0.81	28

Table 1 shows the reliability of the instruments used. The parental autonomy support questionnaire contained twenty-four statements and a 7-point Likert scale about the perceived parental autonomy support of college students. It has a Cronbach's alpha is 0.91. The parental involvement rating scale contained twenty-five statements and a 3-point Likert scale that focused on the quality and quantity of parental involvement in college students' studies. It has a Cronbach's alpha of 0.89. The last adapted questionnaire is the college student's academic motivation scale which has twenty-eight statements and a 7-Likert scale which focused on the motivation of college students in their academics. It has a Cronbach's Alpha of 0.81.

The context and the methods that were followed throughout the entire investigation were planned during the initial step of data collection. Before creating the question statements, prior research was conducted using a review of related literature to gain insight into the subject. The researchers created consent forms and looked for tried-and-true test questionnaires that had already undergone professional validity and reliability testing. The researcher's next look for responders who are eligible to take part in the study. Prior to participating in the data collection, they were requested to sign consent forms after being briefed on the study's history. They were asked about their availability to complete the questionnaire specifically in their free time.

3. RESULTS AND DISCUSSION

The table below indicated the socio-demographic characteristics of college students.

Table 2. Sociodemographic Profile of the respondents (n=100)

No.	**Demographic Data**	**Frequency**	**%**
1	Age		
	17 – 19 years old	20	20
	20 - 22 years old	68	68
	23 - 25 years old	12	12

2	Gender		
	Male	45	45
	Female	55	55
3	Year Level		
	1st Year	9	9
	2nd Year	23	23
	3rd Year	49	49
	4th Year	19	19
4	Course / Program		
	Accountancy	20	20
	Business Administration	20	20
	Civil Engineering	20	20
	Information Technology	20	20
	Psychology	20	20

A total of 100 respondents were included in this study. The sociodemographic characteristics of the surveyed population are presented in Table 2. There are 45 male and 55 female respondents that participated in this study. 20 students were randomly picked per each program namely Accountancy, Business Management, Civil Engineering, Information Technology, and Engineering. The age range of the respondents is 18-25 years old. They are college students that are currently enrolled for the school year 2022-2023 at National University – Baliwag.

Table 3. Levels of parental autonomy support, parental involvement, academic achievement, and students' motivation among college students during Hyflex learning modality.

	Variables	**Overall Mean**	**SD**	**Interpretation**
1	Level of Parental Academic Support	4.77	0.599	Slightly Agree
2	Level of Parental Involvement	2.27	0.219	Sometimes
3	Level of Academic Achievement	3.25	0.377	Very Good
4	Level of Students' Motivation	5.73	0.511	Agree

The level of parental autonomy support has an overall mean of 4.77 which means that slightly high scores indicate slightly high levels of perception of parental autonomy support by the college students. The level of parental involvement among college students gained an overall mean of 2.27 which means that sometimes there is parental involvement from the parents of the college students. The level of academic achievement gained an overall mean of 3.25 which means the general weighted mean of the students during their midterms are very good. Lastly, the level of students' motivation has an overall mean of 5.73 which implies that the college students agree that they are academically motivated.

Table 4. Regression Analysis of the College Students' Sociodemographic Characteristics and their Academic Motivation during Hyflex Learning Modality

		SS	**df**	**MS**	**F**	**p**
Regression	Residual	5.356	4	1.339	6.204	.001b
Total		20.501	95	.216		
		25.857	99			

a. Dependent Variable: Academic Motivation

b. Predictors: (Constant), Age, Gender, Year Level, Course

In order to determine whether the college students' sociodemographic characteristics significantly contribute to their Academic Motivation during Hyflex Learning Modality, multiple regression analysis was used. It was found that the college students' sociodemographic characteristics, when combined, significantly contribute to the dependent variable level of Academic Motivation during Hyflex Learning Modality (F [4, 95] = 6.204, p = .001). This implies that the sociodemographic characteristic of the college students affects their Academic Motivation during Hyflex Learning Modality when taken as a whole.

Table 5. Coefficients in regression analysis of the college students' sociodemographic factors and their academic motivation during Hyflex learning modality

Unstandardized Coefficients			**Standardized Coefficients**	**t**	**p**
	B	**Std. Error**	**Beta**		
(Constant)	5.420	.257		21.061	.000
Age	.290	.098	.320	2.953	.004
Gender	-.017	.094	-.017	-.186	.853
Year Level	.027	.066	.046	.419	.676
Course	-.098	.035	-.273	-2.812	.006

a. Dependent Variable: Academic Motivation

b. Predictors: (Constant), Age, Gender, Year Level, Course

Results revealed that only Age and Course were found to be predictors of the college students' Academic Motivation when taken individually. Age (b = .320, p = .004) and Course (b = -.273, p = .006) are found to be predictors. This means that individually, Age significantly affect their Academic Motivation and their Course also significantly contributes to their Academic Motivation. Meanwhile, Gender (b = -.017, p = .853) and Year Level were found to be a non-predictor of the college students' Academic Motivation.

Table 6. Relationship between parental autonomy support, parental involvement, academic achievement of college students and their academic motivation during Hyflex learning modality

		PAS	**PI**	**AA**	**AM**
Parental Autonomy Support	Correlation	1.000	.176	.216*	.187
	Sig. (2-tailed)		.080	.031	.062
	N	100	100	100	100
Parental Involvement	Correlation	.176	1.000	.263**	.370**
	Sig. (2-tailed)	.080		.008	.007
	N	100	100	100	100
Academic Achievement	Correlation	.216*	.263**	1.000	.376**
	Sig. (2-tailed)	.031	.008		.006
	N	100	100	100	100
Academic Motivation	Correlation	.187	.370**	.376**	1.000
	Sig. (2-tailed)	.062	.007	.006	
	N	100	100	100	100

Note: *. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

This shows the relationship between Parental Autonomy Support, Parental Involvement, Academic Achievement of college students and their Academic Motivation during Hyflex Learning Modality using the Pearson r correlation coefficient analysis. There is a weak positive correlation between Parental Autonomy Support and the students' Academic Motivation (r = .187, n = 100, p = .062). This is not significant with the indicated p-value equal to .062, this implies that the Parental Autonomy Support and the students' Academic Motivation does not affect each other significantly.

There is a moderate positive correlation between Parental Involvement and the students' Academic Motivation (r = .370, n = 100, p = .007). This is significant with the indicated p-value equal to .007, this implies that the Parental Involvement and the students' Academic Motivation affects each other moderately. There is a moderate positive correlation between Academic Achievement and the students' Academic Motivation (r = .376, n = 100, p = .006). This is significant with the indicated p-value equal to .006, this implies that the Academic Achievement and the students' Academic Motivation affects each other moderately.

Multiple regression analysis was used to determine whether college students' sociodemographic characteristics significantly contribute to their Academic Motivation during Hyflex Learning Modality. When combined, the characteristics of college students, when taken as a whole, significantly increase their level of motivation. This implies that the socioeconomic characteristic of college students affects their academic motivation in a number of ways. Results showed that individually, Age significantly affects college students' Academic Motivation and their Course also significantly contributes to their academic motivation. However, Gender and Year Level were found to be a non-predictor of the college student's motivation. Results showed that Age (b =.320, p =.004) and Course (b <0.001) are more important predictors of academic motivation than gender or year level for college students. There is a weak positive correlation between Parental Autonomy Support and the students' Academic Motivation (r =.187, n = 100, p =.062).

This is not significant with the indicated p-value equal to .062. Parents were most likely to provide the students with knowledge, positive reinforcement and support which are vital to developing autonomous motivation. A study conducted by Topor (2019), states that when talking about improved results in the academic achievement, student motivation is crucial. Students were being pressured to achieve higher grades because of the high expectations of their parents. Most of the students think that what motivates them to perform well in their academics is the thought of earning a college degree that will bring them a high-paying job. Students' Academic Achievement and their Parental Autonomy Support significantly predicts the dependent variable level of Academic Motivation during Hyflex Learning Modality (F [3, 96] = 4.744, p =.004). This implies that the null hypothesis (Ho) is rejected; thus, there is a significant relationship between academic achievement and parental involvement in college students' lives.

4. CONCLUSIONS

This research was conducted to know the effects of parental autonomy support, parental involvement, and academic achievement to student motivation during Hyflex learning modality, the researchers had come up with the following conclusions based on the

gathered data and information. Thus:

The sociodemographic characteristic of the college students affects their Academic Motivation during Hyflex Learning Modality when taken as a whole. Age and Course were found to be predictors of the college students' Academic Motivation when taken individually; Gender and Year Level were found to be a non-predictor of the college students' Academic Motivation.

There is a significant relationship between the Parental Autonomy Support, Parental Involvement, Academic Achievement of college students and their Academic Motivation during Hyflex Learning Modality when taken as a whole. The implies that among parents, providing better emotional and mental support, on top of the material supports could affect positively the academic achievements of college students.

Based on these results, parents would benefit by considering different approach that suits the educational needs of the college students by providing autonomous support and becoming more physically and emotionally involved.

The lack of academic motivation can result in weak academic performance during Hyflex Learning Modality

Parental Autonomy Support individually has no significant relationship to students' academic motivation during Hyflex learning modality.

5. RECOMMENDATION

Given the results of the study and its implications, the following recommendations are hereby suggested:

To the parents. The researchers would like to recommend this study to the parents to have proper communication to further understand the emotion and behaviour of the students especially with their academics and mental health during Hyflex learning modality.

To the students. The researchers would like to recommend this study to the students for them to feel that it is okay to have a communication to be more understood by their parents towards their academics during Hyflex learning modality.

To the professors and school administration. The researchers would also like to recommend this study to the professors and school administration who facilitate the education enhancement and the learning of the students. The results of this study could be used to understand the students' academic motivation during Hyflex learning modality.

To the future researchers. This study has its limitation which other researchers could propagate to use as a reference for their future studies. The theories and derived results could be used as a valid and reliable source of information that could be useful for researchers who will conduct studies in connection to this in the future. Higher sample could be useful in determining the relationship of parental autonomy support, parental involvement, academic achievement, and students' academic motivation to widen the coverage of this study in the future.

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