

Path Analysis of Learning Modality System (LMS) As Antecedent to Parental Involvement and Academic Motivation (AM), Study Habits (SH), And Academic Self Efficacy (ASE)

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INTRODUCTION

Students lost motivation and learning performance using the Distance learning modality during the pandemic (Tan, 2021). Teachers also have difficulty in coping with the different learning modalities. With this, parents play a big role by giving guidance and helping their children on their studies. Salcedo-Relucio (2019) recommends in her study that parents show more interest and concern in the academic work of their wards by providing a conducive atmosphere for studies, providing materials for studies, and helping students in their studies. On the other hand, the American Psychology Association states that Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. This study aims to develop and test a model showing the relationship of parental involvement, academic motivation, academic self-efficacy and study habits of students in public school using a structural equation modelling approach as a basis for school policy making.

This study used a Descriptive-Correlational design to utilize Structural Equation Modelling (SEM) technique of Path Analysis with a sample size of 700 Junior high school students. Respondents were identified using the Cochran sample size formula with 5% significant level, the 385 students in both schools, and were selected primarily using purposive sampling.

The researcher secured official permission to conduct the research study

from the school principal and schools' division superintendent. An individual informed consent was obtained from each participant after an in-depth explanation of the study objectives and procedures. Participants were reassured that participation is totally voluntary, that the information provided by them will be treated with utmost confidentiality.

DISCUSSION OF RESULTS

TABLE 1: The Test for significant relationship of Parental Involvement and the self-efficacy, Academic Motivation, Study Habits, and Implementation of Learning of Mambugan and Mayamot National High School

		Self-effi cacy	Study Habits	Academic Motivation
Parental Involvement	Pearson Correlation	.145**	.480**	.518**
	Sig.(2-tailed)	.000	.000	.000
	N	770	770	770

Note: if $p\text{-value} \leq 0.05$ then reject the null hypothesis

The table presents that the variable self-efficacy has Pearson's Correlation Coefficient value of 0.145 that is verbally interpreted as "very weak positive correlation". While the variables Study Habits and Academic Motivation have Pearson's Correlation Coefficient value of 0.480, and 0.518, respectively that indicates that both are "moderate positive correlation". This means that parental involvement has a significant relationship to self-efficacy, study habits, and academic motivation which implies rejecting the null hypothesis. According to Cheung et al. (2009), children's

parent-oriented motivation underlies the benefits of parents' involvement in children's engagement and ultimately achievement in school.

TABLE 2: Direct and Indirect Effects - Two Tailed Significance (BC) (Group number

Chi-square = 393.838, df =4, p<0.05 RMSEA, Default = 0.060, Independent 0.117					
Direct Effect	PI	MDL	Indirect Effect	PI	MDL
MDL	.004	...	MDL
AM	.004	.006	AM	.007	...
SE	.004	.688	SE	.666	...
SH009	SH	.006	.

The table shows that the model fit achieved the minimum value with a computed Chi-square of 393.838 ($\alpha=0.000$) which indicates the relationship among observed and unobserved variables on the model fit. The computed RMSEA of the default model is 0.060 that indicates good fit. The estimates on the path from parental involvement directly to self-efficacy, study habits, and academic motivation (0.004, 0.004, 0.004) implies a significant effect. While the computed indirect effect of parental involvement mediated through learning modality is significant to academic motivation and study habits, there is no indication of indirect effect to self-efficacy.

CONCLUSION AND RECOMMENDATION

Parental involvement in the education of their children improves their study habits, self-efficacy, and academic motivation. While the implementation of learning modality helps parents to develop students' academic motivation and study habits but not on their self-efficacy. Hence, the teachers should design an engaging activity suitable to the needs and interests of the students. Also, parents should allow their children to work with peers to increase their sense of self-efficacy. The school should design procedures or mechanisms that can increase students'

self-efficacy by strengthening the mental health program of the school to sustain the interest of the students in the current modality. The support of Local Government Units in establishing partnership programs with parents/guardians is encouraged to strengthen parental involvement.

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Disclaimer:

This Research Bulletin is an abridged version of the full manuscript of Mr. Ballon, Mr. Timbal, and Ms. Aglugob and supplements their research presentation during the Research O'clock last November 29, 2022, under the topic, "Maximizing Shared Responsibility in Facilitating Learning". To request a copy of their manuscript, send an email to ps.prd@deped.gov.ph.