

The Relationship of Moral and Financial Support of Parents to the Academic Performance of the BSHRM Students

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Abstract— Like any universities or colleges, drop-outs are inevitable. The Office of the Student Services at St. Therese-MTC Colleges, La Fiesta Site calls and conducts counseling to students who have been referred by their instructors. These students have either failing grade in their subject or not attending classes. These reasons gave rise in the conduct of this study. Furthermore, this study described the extent of moral and financial support of the parents in relation to their academic performance. The respondents of this study were the 141 BSHRM students enrolled in the first semester of academic year 2014-2015. A researcher-made questionnaire was distributed to the respondents. In analyzing their responses, descriptive statistical tools used were mean, frequency and percentage. The inferential statistical tools used were the t-test, Pearson-r test and one-way ANOVA.

Results revealed that the parents of BSHRM students were “highly supportive” in extending their financial and moral support. Students’ academic performances were based on their general weighted average grade. In general, results showed that there is no significant relationship between academic performance and financial and moral support of the parents. Therefore, financial and moral support of the parents does not directly affect the academic performance of the students. It is recommended that further studies should be conducted to identify other factors that directly affect student’s academic performance.

Keywords— Academic performance, financial support, moral support, Philippines.

I. INTRODUCTION

Education plays a vital role in the development and success of an individual. Today education is very important for success because it teaches man of the manners, rules, and regulations in life. To succeed in life, parents send their children in schools to be educated. Furthermore, their child’s academic performance in school served as the basis for their child’s development in preparation for their bright future.

Moreover, student’s development varies from their academic performance that is said to be one of the crucial areas of the learner’s life since several output of what the student learned and a perfection of what kind of student they are. Some learners may not be bothered whether they progress or not, however in the flip of the other side, their parents are left with great stress if their children do not perform well. Judgments of the students’ academic performance can’t be measured hundred percent for their multiple factors that arise when it comes to studies. These factors need or should be considered for a better understanding of the student’s performance in school.

Parental support refers to a term where in the parents are the one who support their children’s life. Being a parent is one of

the best jobs in the world, but it can also be one of the toughest, as family life can be challenging and demanding. Parental involvement may vary in different ways like issues of what a child basically needs. Examples of issues that needed to be supported are child’s behavior, emotional, mental health and difficulties which include depression, self-harming and behavior problems. The most common issue is educational needs of a child because nowadays there are parents who neglect their responsibilities in supporting their children’s education. It can be seen in many surveys like in television that almost 4 out of 10 children are out of school, some of them are working for their basic needs like food, shelter and clothing.

At St. Therese-MTC Colleges, drop-outs are inevitable in every colleges and universities. The Office of the Student Services (OSS) posts a list of students referred by faculty teachers. The list contains numerous of students that are been called out by the office for counseling. Furthermore, the office also reported that the school is experiencing a high rate of drop-outs every semester. Students not attending classes, and dropping out gave rise to conduct this study.

This study was conducted to find out what is really the extent of moral and financial support of parents in relation to academic performance of the BSHRM students of St. Therese-MTC Colleges, La Fiesta Site.

Specifically, the study sought to answer the following:

1. To determine the extent of moral support of parents of the BSHRM students of St. Therese-MTC Colleges, La Fiesta Site.
2. To determine the extent of financial support of parents of the BSHRM student of St. Therese-MTC Colleges, La Fiesta Site.
3. To determine the level of academic performance of the BSHRM student when taken as a whole and when classified by gender and year level.
4. To find out the significant difference on the moral support, financial support, and academic performance of the BSHRM students of St. Therese-MTC Colleges, La Fiesta Site when classified according to gender and year level.
5. To find out the significant relationship between moral support and financial support of parents and the academic performance of the BSHRM students.

Conceptual Framework

In this study, the course, year and section, gender and age were the independent variable while academic performance was the dependent variable. If the effect of moral and financial support is positive, the students were expected to have a high grade. On the other hand, a negative effect can be evidenced by poor grades of the students.

II. METHODOLOGY

Nature of Research Design

This study is a descriptive research that describes the data and characteristics about a population or phenomenon being studied. Descriptive research answers the questions who, what, where, when, and how. Often the best approach, prior to writing descriptive research is to conduct survey investigation. Quantitative research seeks to quantify or reflect in numbers the observations on the characteristics of the population being studied. It measures the number of respondents or objects possessing a particular characteristic [1]. In this study, the Extent of Moral and financial support of the parents in relation to the academic performance of the BSHRM students of St. Therese-MTC Colleges, La Fiesta Site in the 1st semester of school year 2014-2015.

Respondents of the Study

The respondents of the study were the 1st year, 2nd year, and 3rd year Bachelor of Science in Hotel and Restaurant Management Students of St. Therese-MTC Colleges, La Fiesta Site in the 1st semester of the school year 2014-2015.

Sampling Method

In this study, purposive sampling was used. It is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. In order to determine the sample population of the BSHRM students, Slovin's formula was used with the marginal error of 5%.

$$n = \frac{N}{1 + Ne^2}$$

where: n – sample population
N – total population
e – marginal error

Validity of the Questionnaire

The questionnaire was submitted to the research adviser for checking. The copy was submitted to the expert juror to ask for assistance for the three (3) validators to evaluate the questionnaire for some corrections and additional information and to ensure the validity of the questionnaire.

Instrumentation

The questionnaire was divided into two parts. The first part was the personal data of student such as name, gender, age, course, year and section. The second part was a 10-item question or statements related to moral support and another 10-item question or statements related to financial support.

The academic performance of the students determined by their general average on the 1st semester of the school year 2014-2015.

Data Gathering Procedure

A letter was written addressed to the President of the school asking permission to conduct the study among the BSHRM students.

When the letter was approved, the questionnaires were then distributed among respondents. Their response to the research questions were kept confidentially and their general average

were checked from their AIMS (Academic Information Management System) at Dean's office.

The completed questionnaires were then gathered, edited, scored, tabulated and analyzed using the SPSS computer-oriented statistical program.

Reliability

For the reliability, the researchers conducted a pre-test among the AHRM students of St. Therese-MTC Colleges who were not included in the study to ensure that the questionnaire was reliable enough to use. Cronbach's alpha coefficient of 0.80 was considered acceptable and appropriate to determine the reliability of the instrument. [2] indicated that when the result is 0.70 and above, the instrument is considered reliable.

Statistical Tools

The descriptive and inferential statistics were used in presenting and analyzing the data generated.

Weighted mean was used to obtain the average response. The T-test was used to determine the significant difference between moral and financial support when grouped according to gender. One-way ANOVA test was used to determine the significant difference between moral and financial support when grouped according to year level. The Pearson r test was used to determine the relationship of moral and financial support to academic performance of the Students.

III. SUMMARY OF FINDINGS

Summary of the Findings

The survey was conducted among the 1st year, 2nd year, and 3rd year BSHRM students of the school year 2014-2015. Based on the result, the researchers find out the following:

1. The extent of financial support of parents to the 1st year, 2nd year, and 3rd year BSHRM students has a mean score of 4.05 and was interpreted as "highly supportive".
2. The extent of moral support of parents to the 1st year, 2nd year, and 3rd year BSHRM students has a mean of 3.96 and was rated as "highly supportive".
3. The academic performance of the 1st year, 2nd year, and 3rd year BSHRM students has a mean of 83.81 and was rated as "Good".
4. There is a significant difference on the moral support of the parents on the academic performance of the BSHRM students when classified according to gender with a significant value of 0.043. There is also a significant difference on the financial support of the parents on the academic performance of the BSHRM students when classified according to gender with a significant value of .075. When grouped according to year level, there is no significant difference on the moral support of the parents on the academic performance of the BSHRM students. Moreover, there is a significant difference on the financial support of the parents on the academic performance of the BSHRM students when classified according to year level.
5. There is no significant relationship between academic performance of the BSHRM students to the moral support of the parents with the correlation value of .423. This result is in consonance with the study of

Caparaz, et al. (2012) entitled "Parental Involvement and Nursing Students' Academic Performance". However, there is a relationship between moral support and financial support of the parents of the BSHRM students with the correlation value of .000. Finally, there is no relationship between financial support of the parents to the academic performance of the BSHRM students with the correlation value of .776.

IV. CONCLUSION

Based on the formulated hypothesis and the significant findings of the study, the following conclusions have been derived:

1. There is a significant difference on moral support of parents of the BSHRM Student when classified according to gender. Therefore, the null hypothesis is rejected.
2. There is no significant difference on moral support of parents of the BSHRM Student when classified according to year level. Therefore, the null hypothesis is accepted.
3. There is a significant difference on financial support of parents of the BSHRM Student when classified according to gender and year level. Therefore, the null hypothesis is rejected.
4. There is no significant relationship between moral support of the parents and the academic performance of the BSHRM Students when classified according to gender and year level. Therefore, the null hypothesis is accepted.
5. There is no significant relationship between financial support of the parents and academic performance of the BSHRM Student. Therefore, the null hypothesis is accepted.
6. There is a significant relationship between moral support and financial of the parents and academic performance of the BSHRM Student. Therefore, the null hypothesis is rejected.

V. RECOMMENDATION

Based on the findings of this study, the following recommendations are proposed:

1. The parents should encourage their child to join school activities, since this criterion got the lowest mean in the result. Extra-curricular activities are also essential in the learning process of a child, so parents must be supportive and encouraging in letting their children join school activities.
2. Parents should ask if their child has problems related to their studies. This gesture will ensure that their children are being monitored and will be guided in order to overcome difficulties in their academic performance.
3. Parents should provide reading materials like books and encyclopedia in order to develop the academic performance of the student.
4. Parents should save extra money for their child's educational tours. Educational tours will help students

explore and learn new things because learning process does not always revolve in the four walls of a classroom.

5. To the future researchers who would like to conduct similar studies, they should conduct interview in order to ascertain respondent's answers to the questions. This method would determine the consistency of the response of the respondents to the checklist items.

REFERENCES

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