DIMENSIONS OF PARENTAL BELIEFS ON STUDENTS' SUCCESS: AN EXPLORATORY SEQUENTIAL DESIGN

MICHELLE R. BACUS
Central Mindanao Colleges, Kidapawan City, Philippines.
Corresponding email: mchllbacus@gmail.com

ABSTRACT

This study aims to explore the parental beliefs and their impact on student success, revealing a multifaceted landscape of influences through thematic analysis and Exploratory Factor Analysis (EFA). Five key themes emerged: High Expectation Belief, Discipline Belief, Positive Reinforcement Belief, Instilling Love for Learning Belief, and Open Communication Belief. These themes underscore the complex role parents play in shaping academic outcomes, emphasizing the need for realistic expectations, constructive discipline, positive reinforcement, fostering a love for learning, and maintaining open communication. The EFA further delineates five underlying dimensions, illustrating the nuanced interplay between parental attitudes and student success. The robustness and consistency of the Parental Beliefs on Students' Success scale were confirmed by high reliability scores (Cronbach's alpha = 0.901), validating its utility for assessing parental beliefs. Based on these findings, the study recommends that school administrators and teachers foster environments that support these key parental beliefs, through programs that encourage parent engagement and resources for integrating these beliefs into educational practices. For parents, the recommendation is to engage in practices that reflect these themes, thereby supporting their children's educational journey. The final instrument, consisting of 47 items across five dimensions, offers a validated tool for future research and practical application in engaging parents and optimizing student success through informed and supportive parental involvement. This study lays the groundwork for targeted interventions that align with identified parental beliefs, aiming to enhance student academic achievement.

Keywords: *Parental Beliefs, Student Success, Educational Research, Thematic Analysis, Exploratory Factor Analysis, President Roxas.*

INTRODUCTION

Parents' attitudes towards their children significantly impact their academic progress. Education Today's latest global poll found that 72% of parents worldwide had views that may impede their children's academic achievements. The poll, including more than 10,000 participants from different nations, showed that 42% of parents firmly hold the belief that success in school is only influenced by intrinsic intellect and skill, which hinders the encouragement of hard work and perseverance. Additionally, 30% of parents believe that good grades and accomplishments are the main markers of success,

overlooking the need to develop critical thinking and creative abilities. These results highlight the need of parental education and awareness initiatives to encourage a growth mindset and comprehensive learning strategy, which may enhance long-term academic achievement (Education Today, 2023).

Furthermore, recent research in the Philippines found that over 65% of parents maintain conventional attitudes that strongly impact their expectations for their children's academic achievements (Garcia et al., 2022). These views generally center on inflexible notions like the significance of top grades, renowned institutions, and professional employment as the only measures of success. The survey found that 72% of parents link success only with academic achievement, overlooking the need of holistic development and other non-academic talents. The figures emphasize how common parental ideas might obstruct a holistic education approach and restrict children’s ability to excel in many fields.

Additionally, parents' perceptions about their children's skills and performance in school significantly influence the motivation and support their children get. However, among the difficulties faced in implementing distant education, several parents have shown reduced confidence in the beneficial effects of education on their children (Chen, 2021).

This research aims to address the lack of knowledge among parents on the significance of these views. This research will use an exploratory approach to investigate the issue using a combination of qualitative and quantitative analysis, enhancing the study's depth and credibility.

Lastly, parental beliefs regarding student success encompass a range of beliefs, assumptions, and aspirations related to students' interactions with faculty, curriculum, discipline, culture, acculturation, and family structure, all of which influence children's academic performance (Li, 2019). This research aims to assist parents in cultivating appropriate ideas and attitudes about their children's academic performance, ultimately motivating them to support and promote their children's achievements in school. This research aims to enhance parental perceptions about kids' academic aspirations, ultimately leading to improved academic accomplishment.

FRAMEWORK

This study is anchored to the Social Cognitive Theory proposed by Albert Bandura in 1977 provides a valuable framework to support the study on parental beliefs on students' success. According to this theory, individuals learn through observation, imitation, and the influence of their social environment. In the context of parental beliefs, Bandura's theory suggests that parents' beliefs about their children's capabilities and success can shape their expectations and behaviors, which in turn influence the child's self-perception and motivation.

Moreover, Bandura's theory emphasizes the importance of observational learning and modeling. Children observe and imitate the behaviors and attitudes of their parents, including their beliefs about success and achievement. Through this process, parental beliefs are transmitted to the child and can significantly influence their own beliefs and behaviors regarding academic success.

Furthermore, the Expectancy-Value Theory, parents' beliefs about the importance of education and their expectations for their child's success can significantly impact the child's motivation to excel academically. Parents who hold high expectations for their child's achievement are more likely to provide support, guidance, and resources that facilitate their child's learning and development. These parents may set high academic goals, monitor their child's progress, and encourage them to strive for excellence.

METHODS

Research Design

This study utilized an exploratory research design. Exploratory research is a methodology approach that investigates research questions not previously studied in depth. It is often qualitative in nature, but a study with a large sample conducted in an exploratory manner can also be quantitative. It is frequently referred to as interpretive research or a grounded theory approach due to its flexible and open-ended nature. Therefore, exploratory research was used to investigate a problem that was not clearly defined and was conducted to gain a better understanding of the existing problem. The researcher began with a general idea and used this idea as a medium to identify issues, which could be the basis for future research. Specifically, the researcher conducted individual interviews with identified participants. This data was used to create a rich description of the dimensions of parental beliefs on parents' success.

Research Participants

In the quantitative phase, a total of 200 parents completed the generated quantitative survey for exploratory factor analysis and confirmatory analysis. Following the completion of these 200 questionnaires, an additional 30 respondents were requested for a reliability test. The 17 participants for the qualitative phase and the 200 respondents for the quantitative phase were selected based on their status as parents with children enrolled in the Department of Education (DepEd) and residing in the Municipality of President Roxas. Conversely, parents who did not meet the inclusion criteria were excluded from the study.

Research Instrument

This research formulated an interview guide based on the objectives of the study. These interview guide questions were asked to the participants during the interviews and focus group discussions. The interviews provided insights into the dimensions of parental beliefs regarding parents' success. Meanwhile, experts were invited to perform content validity on the interview questions and to check the sustainability of the items that captured the underlying dimensions of parental beliefs on parents' success. The purpose was to ensure the readability and comprehensibility of the questionnaire.

Statistical Treatment

In the qualitative aspect, the data obtained from in-depth interviews were analyzed using thematic analysis. In the quantitative data, Factor analysis was used in the study. Based on Tavakol and Wetzel (2020), Factor analysis (FA) allows us to simplify a set of complex variables or items using statistical procedures to explore the underlying

dimensions that explain the relationships between the multiple variables/items. Meanwhile, prior to Factor analysis, the data had to first undergo the KMO (Kaiser-Meyer-Okin measure of sampling adequacy). The Kaiser-Meyer-Olkin (KMO) test is a measure of how suited your data is for Factor Analysis. The test measures sampling adequacy for each variable in the model and for the complete model. The first half of the data was utilized in this phase. Only the variables or items that appeared on the matrix data that have a communality value of .40 were included. After which, it involved rotating the factors using Promax rotation. Rotating the factors is used to simplify the factor structure. It is in this phase where the numbers of dimensions or factors are determined using the Kaiser rule. Using this method, only the extracted factors whose eigenvalues are greater than or equal to 1 were retained.

RESULTS AND DISCUSSION

Emerging Themes on Parental Beliefs on Students' Success

This section presents an analysis of the five (5) primary themes that emerged from the comprehensive interviews and focus group discussions conducted with the participants. Table 1 illustrates the five main themes identified by the respondents in relation to the evaluation of Parental Beliefs on Students' Success namely: High Expectation Belief, Discipline Belief, Positive Reinforcement Belief, Instilling Love for Learning Belief, and Open Communication Belief.

Theme 1. High Expectation Belief

This theme emphasized that the Parental beliefs significantly impact students' success, influencing their academic motivation and self-esteem. Parents who hold high expectations and show support tend to have children who achieve better academically. Conversely, low expectations can negatively affect children's academic performance and aspirations, underlining the importance of positive parental attitudes towards education.

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Theme 2. Discipline Belief

This theme revealed the discipline belief from parents plays a pivotal role in shaping students’ success. It instills a strong foundation of self-control and responsibility, crucial for academic achievement and personal development. This approach cultivates an environment where students learn the value of hard work and the importance of adhering to rules and schedules.

Moreover, the emphasis on discipline fosters resilience and persistence among students. They become better equipped to face challenges and overcome obstacles, understanding that perseverance is key to success. This mindset is invaluable not only in

academia but also in personal growth and future professional endeavors (Brown, E. D., & Jones, S. M., 2020).

Theme 3. Positive Reinforcement Belief

This theme emphasizes the foundational aspect, the philosophy of positive reinforcement crucially molds children's educational paths and personal evolution. This methodology, anchored in encouragement and recognition, significantly boosts a child's self-assurance and belief in their capabilities. Valuing effort and accomplishments nurtures a constructive self-perception, empowering students to embrace learning with zeal and confidence in their own potential. This climate encourages a readiness to delve into new experiences and face academic challenges, establishing a base for perpetual learning.

Further, the empathetic approach visibly impacts behavioral and academic results. Positive reinforcement bolsters preferable conduct and scholastic involvement, initiating a cycle of relentless betterment and success. Students inclined to replicate acknowledged and celebrated actions witness enhancements in classroom behavior and academic standings. This cycle fosters an educational milieu where students are inspired to aspire towards excellence (Chao, R. K. 2021).

Theme 4. Instilling Love for Learning Belief

This theme emphasized that instilling a love for learning is crucial for developing lifelong learners. It fosters curiosity and openness to new experiences, driving individuals to continuously seek knowledge and expand their understanding. This intrinsic motivation enhances cognitive development, as learners actively engage with content, leading to deeper comprehension and retention of information. Encouraging this mindset from an early age lays the foundation for independent thinking and problem-solving skills.

Consequently, fostering a passion for learning equips individuals for the modern workforce's challenges. The capacity to assimilate new information and adjust is exceedingly prized in today's dynamic economy, where industries and technologies undergo rapid transformations. Lifelong learners possess the advantage to enhance their skills and adapt, maintaining their relevance and competitive edge in the job market. This perpetual learning attitude is vital for both personal and professional advancement, positioning it as a critical element for success in the contemporary era (Eccles, J. S., & Wigfield, A., 2022).

Theme 5. Open Communication Belief

This theme emphasized that Open communication fosters a culture of transparency and trust within any environment, whether academic, corporate, or personal. It encourages the free exchange of ideas, leading to innovative solutions and creativity. By valuing every voice, it promotes inclusivity and diversity, ensuring all perspectives are heard and respected. This foundational belief strengthens relationships, as mutual understanding becomes the norm, enhancing collaboration and teamwork.

Furthermore, embracing open communication enhances personal growth and development. It encourages feedback, providing individuals with insights into their behaviors and performance. This constructive critique is essential for self-improvement, as it highlights areas for enhancement and celebrates strengths. The culture of continuous feedback nurtures a mindset of lifelong learning, where growth is an ongoing journey, not a destination (Fan, W., Williams, C. M., & Wolters, C. A. 2019).

DIMENSIONS OF THE EVALUATION SCALE

Testing of the Proposed Questionnaire

A 50 items survey questionnaires was constructed based form qualitative interview. This instrument is thoughtfully constructed to yield a comprehensive understanding of the multifaceted dimensions inherent in the Parental Beliefs on Students' Success. Prior to conducting factor analysis, the Kaiser Meyer-Okin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. Table 1 highlighted the results.

Table 1

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.897
Bartlett's Test of Sphericity	Approx. Chi-Square	10882.823
	df	1225
	Sig.	.000

Derivation of the Number of Factor Structure

Table 2 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loadings of items in the five factors are above .4. It can be supported by Field (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized by hair et al. (1998) that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor.

Moreover, the item loadings of each item to their factor indicate a sufficient correlation between factors and variables, and thus can be considered as a component of the factor. By using the EFA, the five-factor model of Parental Beliefs on Students' Success with 47 items was developed as shown in table 6, namely: Positive Reinforcement and Parental Discipline, Educational Influence Expectations, Parental Expectations and Discipline, Parental expectations achievement boost, and Parental Discipline Efficacy.

Table 2
Pattern Matrix Five-Factor Model

Item	Factor Loadings				
	1	2	3	4	5
Factor 1: Positive Reinforcement and Parental Discipline	.				
1. I believe celebrating achievements fosters a love for learning.	.468				
2. I believe in the power of positive reinforcement for success.	.518				
3. I believe positive reinforcement enhances academic motivation.	.538				
4. I consider positive reinforcement crucial for building academic confidence.	.493				
5. I find that positive reinforcement contributes to a growth mindset.	.758				
6. I find that positive reinforcement creates a supportive learning environment.	.738				
7. I perceive positive reinforcement as essential for academic enthusiasm.	.752				
8. I see a connection between positive reinforcement and sustained success.	.784				
9. I think acknowledging efforts positively influences my child's achievements.	.776				
10. I view positive reinforcement as a catalyst for continuous improvement.	.725				
11. I observe parents valuing discipline for student success.	.659				
12. I perceive parental discipline beliefs impacting student achievement.	.667				
13. I notice a correlation between discipline beliefs and academic outcomes.	.651				
14. I believe discipline beliefs positively influence students.	.721				
15. I believe parental beliefs in discipline enhance students' success,	.433				
Factor 2: Educational Influence Expectations'					
16. I believe high expectations drive a passion for educational achievement.		.775			
17. I believe high expectations shape a positive attitude towards challenges.		.707			

18. I believe setting high expectations positively influences academic success.	.841	
19. I consider high expectations vital for fostering resilience in learning.	.765	
20. I find that high expectations contribute to a culture of excellence.	.752	
21. I find that high expectations motivate consistent academic excellence.	.754	
22. I perceive high expectations as crucial for personal responsibility.	.675	
23. I see a correlation between high expectations and self-confidence.	.708	
24. I think high expectations instill a strong work ethic.	.669	
25. I view high expectations as a catalyst for continuous improvement.	.607	
26. I observe parents expecting high achievement from students.	.644	
27. I perceive parental high expectations influencing student success.	.710	
Factor 3: Parental Expectations and Discipline		
28. I think high parental expectations contribute to student achievements.		.587
29. I observe a link between parental expectations and student outcomes.		.654
30. I believe parental beliefs in high expectations enhance success.		.643
31. I believe discipline is a key factor in academic success.		.651
32. I believe discipline positively influences academic perseverance.		.699
33. I believe discipline significantly impacts academic success.		.732
34. I consider discipline essential for effective time management.		.708
35. I find that discipline fosters a strong work ethic.		.775
36. I find that discipline shapes a positive learning environment.		.664
37. I perceive discipline as crucial for personal and academic growth.		.804
38. I see a connection between discipline and consistent achievement.		.800

39. I think instilling discipline enhances responsibility in education.	.758		
40. I view discipline as fundamental for navigating academic challenges.	.520		
Factor 4: Parental Expectations Achievement Boost.			
41. I notice a correlation between high parental expectations and achievement.		.701	
42. I believe high expectations impact students positively.		.760	
43. I see parents' high expectations motivating student performance.		.632	
44. I sense parental beliefs affecting students' academic success.		.644	
Factor 5: Parental Discipline Efficacy			
45. I think discipline beliefs contribute to students' academic achievements.			.701
46. I observe a link between parental discipline beliefs and outcomes.			.557
47. I notice discipline beliefs correlating with students' accomplishments.			.536

Reliability Test of the Scale

The internal consistency of the questionnaires' item was determined and evaluated for its reliability test. It can be seen in table 3 that the overall reliability score of Parental Beliefs on Students' Success is high with Cronbach's value of (α = 0.901) the subscale or the dimension is also above the criteria reliability above score alpha namely, Positive Reinforcement and Parental Discipline (α = 0.901), Educational Influence Expectations (α = 0.895), Parental Expectations and Discipline (α = 0.789), Parental Expectations Achievement Boost (α = 0.995), and Parental Discipline Efficacy (α = 0.990).

According to Huck, (2007). Determining reliability is essential as it refers to the consistency throughout the parts of a quantifying instrument. Also, a scale is said to have high internal consistency reliability if the items of a scale "hang together" and quantify the same construct (Huck, 2007, Robinson, 2009).

The most used internal consistency measure is the Cronbach Alpha coefficient. It is considered as the most suitable measure of reliability when making use of Likert scales (Whitley, 2002, Robinson, 2009). However, no definite rules occur for internal consistencies, however, most concur on a minimum internal consistency coefficient of .70 (Whitley, 2002, Robinson, 2009).

Thus, Aquino (2016) implied that reliability should compel the adequacy of tools to secure validity. The implications can be derived from the educational, discovery, and case analysis of the study.

Moreover, Diaz (2019) supported the idea of aquino (2016). He emphasized that implications on educational practices in the Philippines are standards and systematic however another measurement tool should encourage to deepen its standards and

foundational course that still exist in the Educational and philosophical foundation in the educational system. It may suggest that the educational system may vary and change and find the best possible curriculum amidst this pandemic.

Table 3

Reliability Test Scale for Parental Beliefs on Students' Success.

Scale	Cronbach's alpha
Positive Reinforcement and Parental Discipline	0.875
Educational Influence Expectations'	0.895
Parental Expectations and Discipline	0.789
Parental Expectations Achievement Boost.	0.995
Parental Discipline Efficacy	0.990
Overall Reliability	**0.901**

Final Version of Parental Beliefs on Students' Success Model

The finalized version of the instrument, resulting from this study, is presented in the format outlined in Table 6, wherein the initial set of 50 items has been refined to 47 items. The analysis reveals notable concerns regarding face validity, primarily deduced from the factor loadings associated with each item. Items exhibiting small coefficients, specifically those falling below .40, have been systematically excluded. This decision is substantiated by the guidance of Hair et al. (2010), positing that items with negligible coherence or lacking reflective power may be deemed dispensable within the model. Furthermore, in accordance with Hair et al. (2010), loading coefficients may be judiciously set by the researcher to retain only those items that most aptly encapsulate the underlying factor, thereby ensuring the exclusion of items with low coefficients from the final factor structure.

Using the EFA, the Parental Beliefs on Students' Success Questionnaire was developed. This scale consists of 47 items. Specifically, the Parental Beliefs on Students' Success consists of forty-seven (47) items which comprises five factors such as Positive Reinforcement and Parental Discipline with fifteen (15) items, Educational Influence Expectations with twelve (12) items, Parental Expectations and Discipline with thirteen (13) items, Parental Expectations Achievement Boost with four (4) item and Parental Discipline Efficacy with three (3) items. Thus, the five-point Likert scale from 5-strongly agree to 1- strongly disagree is shown below.

Table 6
Final Tool for Parental Beliefs on Students' Success Questionnaire

Underlying Dimensions	5	4	3	2	1
Factor 1: Positive Reinforcement and Parental Discipline					
1. I believe celebrating achievements fosters a love for learning.					
2. I believe in the power of positive reinforcement for success.					

3. I believe positive reinforcement enhances academic motivation.
4. I consider positive reinforcement crucial for building academic confidence.
5. I find that positive reinforcement contributes to a growth mindset.
6. I find that positive reinforcement creates a supportive learning environment.
7. I perceive positive reinforcement as essential for academic enthusiasm.
8. I see a connection between positive reinforcement and sustained success.
9. I think acknowledging efforts positively influences my child's achievements.
10. I view positive reinforcement as a catalyst for continuous improvement.
11. I observe parents valuing discipline for student success.
12. I perceive parental discipline beliefs impacting student achievement.
13. I notice a correlation between discipline beliefs and academic outcomes.
14. I believe discipline beliefs positively influence students.
15. I believe parental beliefs in discipline enhance students' success.

Factor 2: Educational Influence Expectations

16. I believe high expectations drive a passion for educational achievement.
17. I believe high expectations shape a positive attitude towards challenges.
18. I believe setting high expectations positively influences academic success.
19. I consider high expectations vital for fostering resilience in learning.
20. I find that high expectations contribute to a culture of excellence.
21. I find that high expectations motivate consistent academic excellence.
22. I perceive high expectations as crucial for personal responsibility.
23. I see a correlation between high expectations and self-confidence.
24. I think high expectations instill a strong work ethic.
25. I view high expectations as a catalyst for continuous improvement.

26. I observe parents expecting high achievement from students.	
27. I perceive parental high expectations influencing student success.	
Factor 3: Parental Expectations and Discipline	
28. I think high parental expectations contribute to student achievements.	
29. I observe a link between parental expectations and student outcomes.	
30. I believe parental beliefs in high expectations enhance success.	
31. I believe discipline is a key factor in academic success.	
32. I believe discipline positively influences academic perseverance.	
33. I believe discipline significantly impacts academic success.	
34. I consider discipline essential for effective time management.	
35. I find that discipline fosters a strong work ethic.	
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38. I see a connection between discipline and consistent achievement.	
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41. I notice a correlation between high parental expectations and achievement.	
42. I believe high expectations impact students positively.	
43. I see parents' high expectations motivating student performance.	
44. I sense parental beliefs affecting students' academic success.	
Factor 5: Parental Discipline Efficacy	
45. I think discipline beliefs contribute to students' academic achievements.	
46. I observe a link between parental discipline beliefs and outcomes.	
47. I notice discipline beliefs correlating with students' accomplishments.	

Legend:

5 = Strongly agree
4 = Agree
3 = Moderately agree
2 = Disagree
1 = Strongly disagree

CONCLUSIONS

The thematic analysis revealed five (5) essential themes on the Parental Beliefs on Students' Success. This theme include: High Expectation Belief, Discipline Belief, Positive Reinforcement Belief, Instilling Love for Learning Belief, and Open Communication Belief. This indicates that the pivotal role of parental beliefs in students' success, emphasizing the importance of high expectations, discipline, positive reinforcement, instilling a love for learning, and open communication. These findings suggest enhancing parent-child interactions and educational strategies to support student achievement.

Correspondingly, based on the results revealed from the Exploratory Factor Analysis (EFA) that there five (5) underlying dimensions from the Parental Beliefs on Students' Success namely: Positive Reinforcement and Parental Discipline, Educational Influence Expectations, Parental Expectations and Discipline, Parental expectations achievement boost, and Parental Discipline Efficacy.

Similarly, the reliability test for the final scale of the questionnaire derived from the Parental Beliefs on Students' Success scale is high with Cronbach’s value.

Conclusively, the final instrument which can be used to measure the Parental Beliefs on Students' Success contains five (5) dimensions with a total of 47 items. This means that these items are appropriate and passed the face validity for measuring tools in the study.

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