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RESEARCH ARTICLE

CORRELATION OF ACADEMIC ACHIEVEMENT IN TOURISM STUDENTS: THE ROLE OF SELF-REGULATED LEARNING STRATEGIES AND PARENTAL INVOLVEMENT

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Abstract

Self-regulated learning and parental participation are crucial factors that can predict students' academic performance. Prior research on self-regulated learning and parental participation has been concentrated on the school setting. This study examines scenarios using the specified variables. A correlational strategy was employed to investigate the relationship between variables. Revised versions of the tools SRLS (Self-regulated Learning Strategies) and PI (Parental Involvement) were utilized to gather responses from the participants. This study identified three primary SRLS aspects and two essential parenting dimensions. The average of self-regulated learning and home-based activities is significantly correlated. Help-seeking and self-learning approaches do not correlate with academic performance, whereas goal setting, home-based learning, and home-schooling significantly impact academic achievement. These findings emphasize the significance of parental involvement. Schools should recognize this to improve parents' educational participation and promote self-regulated learning in the home setting. Enhancing the framework of the school-home relationship can increase awareness of teaching and guiding the self-regulatory process at home, leading to more dynamic learning progress.

Keywords: *self-regulated learning, parental involvement, academic performance*

Introduction

The COVID-19 pandemic is one of the most recent global public health emergencies, affecting every country worldwide. 2020 has been a challenging year. It has transformed commonplace realities, warped perceptions, and modified typical behaviors.

Worldwide, the epidemic has caused unparalleled public health issues. Many countries have put in place measures to reduce social interactions and curb the transmission of the Novel Coronavirus (Brodeur et al., 2020; Eyles et al., 2020). UNESCO (2020) reported that schools in 190 nations were shut down in mid-April 2020 because of the COVID-19 epidemic, impacting more than 1.5 billion children, which made up 90% of all enrolled learners worldwide, including 28 million kids in the Philippines. The outcomes posed challenges for teachers, students, and parents. Several institutions provide exclusively online teaching to counteract the adverse effects of physical closures. The impact of distance education on students' academic performance is crucial, especially during a severe ongoing epidemic.

The educational system is adjusting to the paradigm shift brought about by the COVID-19 epidemic. Self-learning modules, textbooks, activity sheets, teacher-created films, and learning management systems are potential components of Learning Continuity Plans (LCP). To address this scenario, students in distance education need to be self-reliant learners. The significance of Self-Regulated Learning (SRL) and Parental Involvement (PI) is crucial in this context. Parenting practices and ambitions impact kids' academic achievement by positively affecting a child's self-motivation and self-evaluation values, which are components of self-regulated learning. Parental involvement in their teenagers' education significantly influences their children's academic achievements. Supporting parental autonomy fosters self-regulation in teenagers and improves their academic performance. Parents support their children by enhancing self-efficacy, assisting in independent decision-making, engaging in home-based projects, and offering opportunities to practice self-regulated learning strategies at home (Grijalva-Quiñone et al., 2020). Therefore, it is reasonable to infer that parental involvement methods can impact a child's academic performance by influencing their self-regulated learning endeavors. Parental involvement methods can impact children's academic progress by influencing their self-regulated behaviors during childhood (Xu & Wu, 2013). Parental participation is crucial for teenagers' learning assistance and substantially impacts kids' academic success. It may also impact the development of kids' self-regulated learning, which adds to academic performance.

Distance learning is unable to replicate the social aspect of traditional schooling fully. Students' abilities for independent learning vary. Household resources for aiding children in learning are variable. Learners struggle to learn independently without regular instructional supervision from parents and instructors. Das (2010) highlighted that individuals encounter obstacles such as ineffective time management, lack of continuous motivation, absence of encouragement from family or employers, and lack of role models, as De Silva (2020) mentioned. The number of students engaged in distant education has increased significantly in recent years. Institutions still struggle with low student graduation rates due to some students not meeting the required standards and dropping out of the system (Khumalo, 2018). The literature review identified a lack of self-regulated learning behaviors and parental engagement perspectives as contributing factors to the students' poor academic performance in the Philippines.

Previous research have acknowledged the correlation between PI and students' academic performance, but they have mostly overlooked causality and the mediating influence of SRL. The current study utilized the social cognitive theory of self-regulated learning and Epstein's Parental Involvement Model to investigate various parental involvement practices and enhance self-regulated learning skills in order to improve students' academic performance. Therefore, this innovative learning method has chosen this important subject for the current study.

Methodology

The research employed a correlational design to investigate the relationship between self-regulated learning and parental involvement in the academic success of 163 tourism students engaged in self-modular learning during the 2020-2021 academic year. The study utilized two adapted self-assessment instruments, a 30-question survey on Self-regulated Learning and a 20-item Parental Involvement Questionnaire, alongside the students' General Weighted Average (GWA). The instruments were rated on five-point Likert scales. Approvals were obtained to ensure ethical data collection. Students were informed about the study and given the choice to participate. Their personal information was kept confidential. The research aimed to identify correlations without manipulating variables, focusing on qualities, abilities, or conditions related to academic success.

Result and Discussion

Table 1 presents the Pearson r correlation computation results for the significant relationship between academic achievement and self-regulated learning and academic achievement and parental involvement.

Table 1. *Results of Pearson R Correlation Computation*

Variable	*R*	*Sig.*	*Interpretation*
Goal Setting	0.101*	0.02	Significant
Help-Seeking	0.018	0.79	Not Significant
Self-Learning Style	0.009	0.71	Not Significant
Home-Based	0.116*	0.06	Significant
Home-School Based	0.11*	0.08	Significant

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

According to the table, both help-seeking and self-learning styles were not significantly related to academic accomplishment, as their p-values were more than 0.05. Goal-setting, home-based, and home-school-based approaches all show a statistically significant beneficial link with academic attainment, as indicated by their P-values being less than 0.05. When these variables rise, the student's academic achievement in science will likewise increase.

A study by Martin and Elliot (2016) revealed that those who established objectives showed greater advancement in mathematics and a correlation between progress in one goal and the pursuit of other goals. Thus, defining goals is necessary for kids to progress academically and to be held accountable. Travers et al. (2015) discovered that documenting goals increased individuals' self-awareness and facilitated their academic and psychological development. Two other research indicate that establishing goals enhances mathematical performance (Codding et al., 2009; Gross et al., 2014). Codding et al. (2009) studied methods to enhance mathematical calculation fluency. The results indicate that the group that implemented goal setting achieved quicker advancement and higher math scores than the group that did not utilize goal setting. Establishing goals to improve question-answering accuracy was the most effective method for students to advance. In 2014, Gross et al. discovered that students who established goals, monitored progress using "goal lines," and employed specific timing techniques to enhance math performance achieved higher results. Parents who are actively engaged in their children's academic education have a direct influence on their grades and also on their educational goals. This also applies to children who are educated at home. Amani, Nazifi, and Sorkhabi (2020) researched teenagers, determining that PI was a predictor and that SRL was a strategy for kids to succeed academically. A recent study discovered that Parental Involvement (PI) assisted parents in facilitating their child's educational objectives, enabling them to socialize with other parents in similar professions. Benner, Boyle, and Sadler's research indicated that parental involvement in their children's education increases the likelihood of academic success (Boonk et al., 2018; LeFevre & Shaw, 2012; Warren et al., 2018). Sapungan and Sapunga (2014) suggest that the school is implementing measures to bring about adjustments or enhancements for the kids.

Conclusion

The study found that while self-regulated learning strategies and parental involvement positively impact academic success, not all dimensions of self-regulated learning exhibit this influence. Specifically, help-seeking and self-learning did not show significant effects

on other variables, but all other dimensions did. The research highlighted the positive impact of students' self-regulated learning practices in modular environments on their academic achievement, particularly noting that students with more academically committed parents tended to have higher academic achievement levels, as measured by their General Weighted Average (GWA). The results suggest that encouraging students to learn independently while parents monitor their progress closely can enhance academic performance. These findings provide a framework for educators and policymakers to enhance parental involvement in education by supporting parents in fostering their children's self-regulated learning practices. For future research, it is suggested that educators and policymakers ensure that instructional delivery systems and environments facilitate self-regulated learning practices, focusing on help-seeking and self-learning. Schools could also orient parents to help them understand the importance of education and increase home visits by teachers to monitor progress closely, potentially improving academic outcomes and strengthening the parent-teacher-student relationship. Further statistical analysis and research are recommended to validate the findings and explore the link between variables in different contexts. Additionally, future studies could consider using standardized achievement exams instead of GWAs to assess academic performance and adopt a comprehensive approach to analyzing the determinants of academic success in educational settings.

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