

Parental Pressure and Academic Self-Efficacy Among 1st Year Bachelor of Secondary Education Major in English Students in Governor Generoso College of Arts Sciences and Technology

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A Research Presented to the Administration and Faculty of Governor Generoso College of Arts Sciences and Technology Governor Generoso Davao Oriental

In Partial Fulfillment of the Requirements for the Degree of Bachelor of Secondary Education Major in English

Publication Date: 2025/12/10

How to Cite: Amad, Febelyn A.; Colantro, Metz V.; Desponte, Francis Nicole S.; Peralta, Chelmarie; Dr. Jandy T. Bongcayat; Gretchen C. Tajaran; Jeanverly Grethel M. Mantilla; Roland Felix Jr. B. Payos (2025) Parental Pressure and Academic Self-Efficacy Among 1st Year Bachelor of Secondary Education Major in English Students in Governor Generoso College of Arts Sciences and Technology. *International Journal of Innovative Science and Research Technology*, 10(11), 2873-2910. <https://doi.org/10.38124/ijisrt/25nov1477>

APPROVAL SHEET

This research entitled “PARENTAL PRESSURE AND ACADEMIC SELF-EFFICACY AMONG 1st YEAR BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH STUDENTS IN GOVERNOR GENEROSO COLLEGE OF ARTS SCIENCES AND TECHNOLOGY” prepared and submitted by Metz V. Colantro, Francis Nicole S. Desponte, Chelmarie P. Peralta and Febelyn A. Amad, in partial fulfillment of the requirements for the course The Child and Adolescent Learner and Learning Principles, has been examined and is hereby recommended for approval and acceptance.

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ABSTRACT

This study explored the relationship between parental pressure and academic self-efficacy among 1st-year Bachelor of Secondary Education major in English students at Governor Generoso College of Arts, Sciences, and Technology using a descriptive-correlational design and cluster sampling. Moreover, four indicators were used to measure parental pressure, and four indicators were used to examine academic self-efficacy. Results showed a strong positive correlation, indicating that clear expectations, monitoring, and supportive encouragement from parents help strengthen students' academic confidence. However, overly strict pressure may cause stress, highlighting the need for balanced guidance. The study suggests that teachers use activities that build self-efficacy and that schools guide parents on how supportive expectations can improve students' perseverance. Future research may examine how each type of parental pressure affects different aspects of academic self-efficacy.

Keywords: Parental Pressure, Academic Self-Efficacy, Descriptive-Correlational Design, Philippines.

ACKNOWLEDGEMENT

The researchers humbly extend their sincere appreciation and heartfelt gratitude to all individuals and institutions whose guidance, support, and contributions played a vital role in the successful completion of this study.

First and foremost, the researchers thank Almighty God for His continuous guidance, wisdom, and abundant blessings throughout this academic journey. His divine presence has been the source of their strength, determination, and perseverance.

The researchers are deeply grateful to their parents for their unconditional love and unwavering support—emotionally, morally, and financially. Their encouragement, trust, and belief in the researchers' abilities have served as a strong motivation and inspiration.

The researchers also express their profound gratitude to the Panel of Examiners during the Oral Examination, namely: Dr. Jandy T. Bongcayat, LPT, FRIEDr, CHRA; Dr. Gretchen C. Tajaran, EdD; and Ms. Jeanverly Grethel M. Mantilla, MAEd, for their valuable suggestions, constructive feedback, and insightful recommendations that significantly improved the quality and depth of this research.

Heartfelt thanks are extended to the instrument validators, Dr. Rosita J. Bustamante, PhD; Dr. Jandy T. Bongcayat, LPT, FRIEDr, CHRA; and Dr. Gretchen C. Tajaran, EdD, for their professional guidance and expert evaluation of the research instrument, which enhanced its clarity, validity, and overall quality.

Special recognition is given to Dr. Jandy T. Bongcayat, LPT, FRIEDr, CHRA, college president and professor of The Child and Adolescent Learner and Learning Principles, whose approval, guidance, and academic support made this study possible. His inspiration, leadership, and mentorship greatly contributed to its successful realization.

The researchers also sincerely thank Mr. Roland Felix Jr. B. Payos, MSc, for his expertise in statistical analysis. His technical skills and attention to detail helped ensure the accuracy and reliability of the study's findings.

Likewise, sincere appreciation is given to Ms. Jeanverly Grethel M. Mantilla, MAEd, for her excellent work as the grammarian. Her language expertise and careful proofreading improved the manuscript's clarity, coherence, and overall academic quality.

Gratitude is also extended to the school authorities who allowed the conduct of the pre-survey, pilot testing, and actual data gathering. Their cooperation and support made the smooth implementation of this research possible.

Lastly, to all individuals and institutions who, in any way, extended their assistance, support, and encouragement, the researchers express their deepest and sincerest thanks. This study would not have been completed without your valuable contributions.

The Researchers

DEDICATION

With heartfelt gratitude, we dedicate this achievement to Almighty God, our constant source of wisdom, strength, and guidance. His presence has carried us through every challenge and success in our academic journey. To our beloved parents, your unconditional love, sacrifices, and unending support have been our foundation and greatest motivation. To our families, your encouragement and faith in us have given us strength and purpose to continue moving forward. To our OIC College President and professor in The Child and Adolescent Learner and Learning Principles, Dr. Jandy T. Bongcayat, LPT, FRIEDr, CHRA, we offer our deepest appreciation for your remarkable guidance, support, and trust. Your leadership and dedication to our academic growth have greatly influenced our learning and development. To our respected panel of evaluators, namely Dr. Jandy T. Bongcayat, LPT, FRIEDr, CHRA; Dr. Gretchen C. Tajaran, EdD; and Ms. Jeanverly Grethel M. Mantilla, MAEd, we are truly grateful for your helpful feedback, insightful comments, and encouragement, which greatly enhanced the quality and depth of this research. To our dear classmates and friends, thank you for your support, shared efforts, and memorable companionship that made this journey meaningful and unforgettable. To our cherished institution, Governor Generoso College of Arts, Sciences, and Technology (GGCAST), we express our sincere gratitude for creating a supportive academic environment that helped us grow intellectually, personally, and professionally. This accomplishment is not ours alone. It is a tribute to all those who inspired, supported, and guided us. May this work serve as a humble expression of our appreciation for your lasting impact on our academic and personal journey.

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CHAPTER ONE

INTRODUCTION

Self-efficacy is commonly defined as a person's belief in their ability to successfully complete task. Previous studies have shown that self-efficacy strongly affects how students learn and achieve. According to Fakhrou and Habib (2022), self-efficacy is a crucial trait that enables students to attain success in both academic and social interactions, which helps them tackle the issues and challenges they face. One factor that can shape this belief is parental pressure. However, parental pressure is known to affect how students feel about their academic abilities. Their support can inspire the students, but when expectations become too high, it can turn into pressure. While support from parents can boost confidence, too much pressure may cause stress and self-doubt. In terms of students' self-efficacy, they reported that they can always handle solving difficult problems if they try hard enough (Moneva et al., 2020).

Academic self-efficacy plays a role in guiding educational journeys and outcomes, as it involves personal expectations of competence and mental and physical ability to face academic challenges (R. Alzukari, 2024). This shows that believing in one's own skills is important because it guides students in their educational journey and helps them succeed despite difficulties. Similarly, self-efficacy is one of the most important motivating factors for pre-university students that propels their dedication to post-secondary education. Algorani and Gupta (2023) state that high self-efficacy of graduate students helps them to deal effectively with their emotions and time management. This supports the idea that self-efficacy is not only important at one stage of education but continues to play a role in how students achieve and balance their academic life.

Parental involvement has been extensively studied in the field of education to see the effects of parental involvement on the motivation, achievements and learning of school-aged children. One area that has gained a lot of traction is the effects of parental involvement on the development of self-efficacy in children and adolescents. Yap and Baharudin (2015), for example, suggested that parental involvement is positively associated with adolescents' academic, emotional, and social self-efficacy. However, it is also important to note that parental involvement can sometimes take the form of parental pressure. While supportive involvement tends to strengthen students' confidence and self-belief, excessive pressure may have mixed effects, either motivating students to achieve more or, in some cases, lowering their self-efficacy when expectations feel overwhelming.

This study is anchored on the Social Cognitive Theory (SCT) by Albert Bandura. This theory provides a cognitive formulation of social learning theory that explains human behavior as a dynamic interaction between personal factors, environmental influences, and behavior. It integrates concepts from cognitive, behavioristic, and emotional models of behavior change and emphasizes the importance of observational learning, reinforcement, self-control, and self-efficacy in influencing behavior (Schunk et al., 2019). In relation to this study, parental pressure can affect academic self-efficacy by shaping their beliefs about their own capabilities through repeated feedback, expectations, and modeled behaviors. As a result, students may develop either a strong sense of confidence in their ability to succeed or heightened anxiety and self-doubt, depending on how they interpret and respond to the parental pressure. SCT helps explain that these perceptions are critical, as self-efficacy beliefs guide motivation, goal setting, persistence, and resilience in the face of academic challenges.

To further support the theoretical foundation, this study incorporates the Self-Determination Theory (SDT) by Ryan and Deci that has become a highly influential theory of human motivation and well-being with a vast body of research evidence (SDT; Ryan and Deci, 2022). Self-Determination Theory (SDT) underscores the significance of intrinsic motivation and the fulfillment of three fundamental psychological needs—autonomy, competence, and relatedness—in influencing human behavior. This theory complements SCT by providing a framework to understand how external factors, such as parental expectations, may either enhance or diminish students' academic self-efficacy and motivation, depending on the extent to which these psychological needs are supported or thwarted. When parental pressure is perceived as controlling or excessive, it may undermine these needs, resulting in reduced self-efficacy, lower motivation, and increased academic stress. SDT, therefore, offers a valuable lens for understanding the motivational processes through which parental pressure affects students' academic self-beliefs.

In addition, Ecological Systems Theory by Bronfenbrenner represents an integration of biological, psychological, and social sciences. This theory explains human development by examining how individuals interact with interrelated systems in their environment, such as family, school, and society. It supports SCT's emphasis on environmental influences by situating parental pressure within broader social contexts that impact academic self-efficacy. According to Awiszus and colleagues (2022), parenting styles influence various developmental outcomes in youth, including leadership skills, responsibility, and behavioral differences, all of which are moderated by family structure, school systems, and social class.

Lastly, Expectancy-Value Theory, as proposed by Eccles and colleagues, describes the relationship between students' expectations for success and the value they assign to task completion or goal attainment. This theory is one of the most prominent frameworks in the study of student motivation, achievement, and achievement-related decision-making (Beymer et al., 2022). It complements SCT by providing insight into how parental pressure may shape students' academic motivation through their perceived likelihood of success and the importance they attach to academic tasks.

Figure 1. Illustrate the conceptual framework of the study's variables. The independent variable, parental pressure, will be measured through these four components.

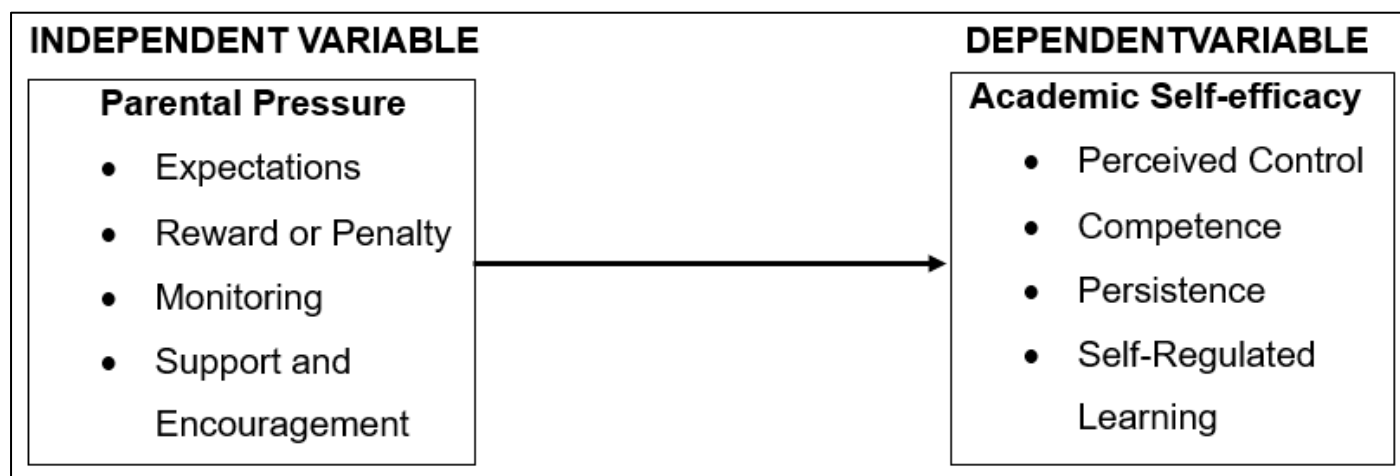


Fig 1 The Conceptual Framework of the Study

Expectation refers to waiting and hoping for the future of a person or thing. It is generally based on the partial demand or experience reflecting the objective environment around individuals (Suckert, 2022). "Reward" or "penalty" refers to the extrinsic consequences (positive reinforcement or corrective discipline) utilized by educators to either strengthen desired academic engagement or eliminate undesirable classroom behaviors (Echague, 2023). Monitoring refers to an individual's systematic process of observing and evaluating their internal and external conditions, with the goal of detecting deviations and guiding adaptive adjustments (Grahams et al., 2024). Support and encouragement refer to an individual's perception of receiving assistance, encouragement, and involvement from their environment, combined with the active participation and commitment of that individual to tasks or relationships (Bhandari et al., 2023).

On the other hand, the dependent variable, academic self-efficacy, is represented by four indicators. Perceived control refers to an individual's belief about his or her own capability of exerting influence on internal states and behaviors, as well as one's external environment (Pagnini & Langer, 2016). Competence refers to a person's ability to use and apply knowledge and skills in an independent and self-directed way (G.D. Andrew Holmes et al., 2021). Finally, the self-regulated learning perspective shifts the focus of educational analyses from students' learning abilities and instructional environments as fixed entities to students' self-initiated processes for improving their methods and environments for learning (Zimmerman, 2015).

Nowadays, parents often exert pressure on their children's academic performance, often using rewards or penalties based on their child's results. This pressure can impact students' self-efficacy, which is their belief in their ability to succeed in school tasks. A research study by Kang and colleagues (2024) indicates that the results are varied regarding the impact of parental involvement on academic achievement: positive, negative, and no correlation has been observed. Numerous studies state that parental engagement in their child's education is linked to better academic outcomes. Previous research has primarily focused on parental involvement or emotional support, but there is a gap in understanding how parental pressure affects students' academic self-efficacy. While many studies discuss the negative effects of parental pressure, they often overlook the full picture, including the use of rewards like gifts, praise, or money, which can affect students' self-perception and abilities. A study conducted by Varsha (2023) claimed that parents always strive for the best outcomes for their children. Their primary motivation behind this pressure stems from a deep concern for their kids' well-being and future job prospects. They often envision their children attending top-tier universities and securing prestigious positions in today's society. As we explore this collection of research, our study aims to address the gap by concentrating on students who have faced parental pressure, particularly at higher levels of school, and exploring how this pressure affects students' academic self-efficacy. Overall, this study aims to fill that gap by exploring the connection between parental pressure and students' academic self-efficacy.

The issue of parental pressure is becoming more serious today. Many people are affected, but there are not enough clear solutions. The urgency of this study lies in understanding the association between parental pressure and academic self-efficacy. Gaining insight into this relationship can inform the development of policies in interventions aimed at enhancing students' self-efficacy. Improved self-efficacy can lead to better academic performance, increased resilience, and overall well-being. Addressing this issue is crucial, as it has long-term implications for students' academic and personal development. It is essential to address this gap to comprehend how insufficient parental pressure influences academic self-efficacy and performance, as well as to create effective strategies to better assist these students.

This study aims to evaluate the impact of student motivation on student satisfaction. Specifically, the researchers have established the following objectives: firstly, to determine the level of parental pressure in terms of expectations, reward or penalty, monitoring, and support and encouragement. Secondly, to assess the level of academic self-efficacy among first-year English students in terms of perceived control, competence, persistence, and self-regulated learning. Finally, the study seeks to identify the significant relationship between parental pressure and academic self-efficacy among first-year English students. Meanwhile, the researchers claim that there is an existing relationship between these variables.

The study proposes that parental pressure negatively affects students' academic self-efficacy. Students who experience higher levels of parental pressure may suffer negative impacts on their well-being. This pressure can lead to serious consequences such as increased anxiety and depression, reduced motivation, and poor academic performance. Excessive pressure can also result in stress and social isolation, as students fear that failure may disappoint their parents. While some students with high self-efficacy believe they can successfully complete tasks and overcome challenges, those with low self-efficacy often lack this confidence. These students may believe that intelligence is fixed and does not play a role in improvement, which further hinders their academic progress. The pressure from parents, combined with a lack of belief in their own abilities, can significantly affect a student's mental health and motivation.

This study holds global significance as it addresses a fundamental aspect of education—the influence of parental pressure on academic self-efficacy. Understanding how parental pressure impacts students is crucial for safeguarding their well-being and mental health. Excessive pressure from parents can lead to stress, anxiety, and burnout, ultimately affecting students' academic performance and emotional stability. The findings of this study can emphasize the importance of parenting education and support programs. Such initiatives can empower parents with effective strategies to motivate and guide their children academically without applying undue pressure or unrealistic expectations. By promoting healthier parent-child academic interactions, these programs can contribute to improved self-efficacy and better educational outcomes for students.

This study is useful and helpful to school heads, teachers, parents, and future researchers by narrating the relationship between parental pressure and students' academic self-efficacy in college students. School heads will benefit from this study, as they are the ones who believe in the students. If the school heads show support, give encouragement, and create a safe and positive environment, students are more likely to feel confident in their abilities. Teachers also benefit from this study, as they are the ones who stand as the students' second mothers. When a teacher is kind and patient, students feel confident in their ability to learn and succeed.

Moreover, if a teacher shows that they believe in their students, this will make the students more motivated. This encouraged teachers to prioritize students' mental health and well-being and to always check their students. Parents will benefit from this study by gaining information about the challenges that their children are facing at their school. Parents can minimize the expectations of their children and focus more on their achievements and mental health. Additionally, parents who give time and help with their child's schoolwork can boost their confidence. Also, when children know that parents believe in them, they are likely to become motivated and do their best. For future researchers, the results of the study will serve as the basis for further research by other researchers who could greatly benefit from this study. These include investigating the effects of high expectations on students, developing cost-effective ways to lessen the students' schoolwork, and looking deeper into what specific actions or behaviors help students believe in themselves.

CHAPTER TWO METHOD

This section contains the discussion on the research respondents, materials and instruments, research design and procedure, statistical tools, and ethical considerations.

➤ *Research Respondents*

The target population consisted of first-year students enrolled in the Bachelor of Secondary Education Major in English (BSED-English) program during the academic year 2024-2025. These students were selected due to their academic experiences and exposure to parental pressure, which made them suitable respondents for exploring the relationship between perceived parental pressure and academic self-efficacy. The final sample size was 106 respondents, determined through cluster sampling, a method recommended by Makwana et al., (2023) for efficiently collecting data from large, diverse populations.

The respondents were distributed across several class sections within the BSED-English program. Each class section represented a distinct cluster from which data were collected. This approach ensured a representative sample, capturing various student experiences and perspectives within the program. The cluster sampling technique was selected for its logistical advantages in educational settings, as it allowed for efficient and systematic data collection while maintaining diversity within the sample. The purposive selection of clusters emphasized accessibility and the availability of students with stable attendance patterns during the data collection period.

Inclusion criteria for the study required participants to be first-year students enrolled in the BSED-English program for the academic year 2024-2025 and to willingly volunteer to participate. Participants were informed of their right to withdraw from the study at any time without facing any consequences. Ethical considerations were followed by ensuring that all personal information remained confidential and that the students voluntarily consented to participate in the research. Data from incomplete responses or those that did not meet the required standards were excluded from the final analysis.

➤ *Materials and Instrument*

The research instruments that are used for gathering data are adapted and modified by various authors. The instrument that was used in the study had two parts. The first part was the respondent's name (optional) and the informed consent. The second part was asking for the respondent's demographic profile, which includes their year level and course. The last part of the instrument was adapted and modified from the study entitled "Parental Pressure and Academic Performance of Students of College of Arts and Science of Notre Dame of Midsayap College, Midsayap, Cotabato, Philippines" developed by Collado and colleagues (2023). It is the standardized test that is used to assess the relationship between parental pressure and the student's academic self-efficacy of the respondents. It contains four subscales: expectations, rewards or penalty, competence, and persistence. The instrument was modified and contextualized to ensure that the content is applicable in the Philippine setting.

Moreover, the scale is designed to measure respondents' levels of agreement or disagreement with given statements. It follows a five-point Likert scale, where each numerical value corresponds to a specific range and description. A rating of 5 (4.21-5.0) indicates "Strongly Agree," meaning the respondent fully supports the statement. A rating of 4 (3.41-4.20) signifies "Agree," showing a positive but slightly less strong affirmation. A score of 3 (2.61-3.40) represents a "Neutral" stance, implying that the respondent neither agrees nor disagrees. Meanwhile, a rating of 2 (1.81-2.60) reflects "Disagree," indicating a lack of agreement. Finally, a score of 1 (1.0-1.80) represents "Strongly Disagree," showing complete disagreement with the statement.

➤ *Design and Procedure*

Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bandhari, 2022). Additionally, quantitative research design provides several advantages, such as the ability to generalize results to a broader population, the use of statistical tools for analyzing data and testing hypotheses, and the identification of patterns and relationships among variables (Alam, 2023).

In this study, the researchers employed a quantitative research design to investigate the relationship between variables using a descriptive correlational approach. Descriptive correlational research is generally used when a researcher wants to identify the characteristics of certain groups of people or find relationships between different variables (Aithor, 2024). The purpose of the descriptive correlational design in research is introduced, highlighting its importance in studying relationships between variables. Also, the descriptive correlational design is to show how two or more things are connected. It helps researchers understand the relationship between different factors.

The study employed a quantitative research design, utilizing content analysis to examine data gathered through individual questionnaires. Content analysis is a method used to explore the relationship between variables without manipulation or control by the researcher (Bhandari, 2023). An adapted and modified questionnaire served as the primary data collection tool, providing guidance while allowing flexibility in respondents' responses.

The study was conducted at Governor Generoso College of Arts, Sciences, and Technology (GGCAST), with the primary aim of exploring and understanding how parental pressure influences students' academic self-efficacy, as supported by Moneva and colleagues (2022). This involved careful attention and maintaining objectivity throughout the analysis. The data were then synthesized into meaningful conclusions through rigorous application of quantitative research principles.

CHAPTER THREE

RESULTS AND DISCUSSION

The presentation of the acquired data is shown in this section. The data are presented in textual and tabular forms. The information collected and the topics' discussion were arranged in the following sequence: level of parental pressure, level of academic self-efficacy, and significance on the relationship between students' motivation and students' satisfaction.

➤ *Parental Pressure*

The summary of means for the four key indicators of parental pressure, expectations, rewards/penalty, monitoring, and support/encouragement is shown in Table 1. The overall mean extent of parental pressure is 3.74, indicating that students have a regular extent of parental pressure and experience consistent influence from their parents in terms of guidance, expectations, and encouragement. Among the indicators, support/encouragement has the highest mean (3.83), suggesting that students frequently feel motivated and guided by their parents through encouragement and positive support. In contrast, monitoring has the lowest mean (3.55), implying that while parents show concern for their children's progress, they may not strictly supervise or closely track their academic activities. Rewards/penalty (3.79) and expectations (3.81) fall between the two, indicating that students sometimes face pressure through set standards and consequences but still receive a balance of encouragement and parental demands.

These findings highlight the important role of parents in shaping students' motivation and performance. While encouragement strongly supports students, lower monitoring shows a relaxed supervision. At the same time, the moderate scores of rewards or penalties and expectations suggest that parents guide their children with both encouragement and structured standards, giving students a mix of support and responsibility. This suggests a need for parents to give balanced guidance, combining encouragement with proper supervision, so that students can grow with both motivation and responsibility.

Table 1 Parental Pressure

Indicators	AWM	Descriptive Equivalent
Expectations	3.81	Agree
Reward or penalty	3.79	Agree
Monitoring	3.55	Agree
Support and Encouragement	3.83	Agree
Overall Mean	3.74	Agree

These results align with the study of Srivastava (2017), which found that academic pressure from parents can serve as a motivational force, allowing children to perform better in school. Similarly, Moneva and colleagues (2020) highlighted that support from parents can boost confidence, but too much pressure may cause stress and self-doubt. In terms of students' self-efficacy, they reported that they can always handle solving difficult problems if they try hard enough.

➤ *Academic Self-Efficacy*

The level of academic self-efficacy is presented in Table 2. It had an overall mean of 3.78, indicating that students generally agree that they have confidence in their ability to manage academic tasks.

Table 2 Academic Self-Efficacy

Indicators	AWM	Descriptive Equivalent
Perceived control	3.70	Agree
Competence	3.69	Agree
Persistence	3.92	Agree
Self-regulated Learning	3.80	Agree
Overall Mean	3.78	Agree

The summary of means for the four key indicators of academic self-efficacy—perceived control, competence, persistence, and self-regulated learning—is shown in Table 2. The overall mean level of academic self-efficacy is 3.78, indicating that students generally agree that they have confidence in their ability to manage academic tasks. Among the indicators, persistence obtained the highest mean (3.92), suggesting that students are most likely to continue exerting effort despite challenges in their studies. This is followed by self-regulated learning (3.80), which highlights students' ability to manage their learning independently through planning, monitoring, and discipline. Meanwhile, perceived control (3.70) and competence (3.69) received slightly lower but still positive scores, implying that students agree they are capable of influencing their academic outcomes and believe in their skills, though not as strongly as their persistence. These findings indicate that while parental pressure (IV) may set high expectations, students respond by developing academic self-efficacy (DV) primarily through persistence and self-regulated learning, supported by their sense of control and competence. In support of this, Alzabidi et al., (2024) emphasized that psychological notions such as academic self-efficacy are useful in predicting academic accomplishment and persistence, making them crucial in assessing academic success.

➤ *Significance on the Relationship Between Parental Pressure and Academic Self-Efficacy*

Based on the results presented in Table 3, the study revealed a significant relationship between parental pressure and academic self-efficacy among the respondents. The computed average weighted mean (AWM) for parental pressure was 3.83, while academic self-efficacy obtained a slightly higher mean of 3.92. With a total of 106 participants, the correlation analysis yielded an r-value of 0.823 and a p-value of 0.000, which is less than the 0.05 level of significance. This indicates a strong positive correlation between the two variables.

Table 3 Significance on the Relationship Between Parental Pressure and Academic Self-Efficacy

Variables	AWM	N	R	p - value	Decision	Remark
PARENTAL PRESSURE	3.83	106	0.823	0.000	Reject Ho	Significant
ACADEMIC SELF-EFFICACY	3.92					

As a result, the null hypothesis (Ho) was rejected, and it was concluded that parental pressure has a significant influence on the academic self-efficacy of students. These findings imply that higher parental pressure is strongly associated with higher levels of academic self-efficacy, highlighting the role of parental involvement and expectations in shaping students' confidence in their academic abilities. This finding is supported by the study of Srivastava (2017), which emphasizes that excessive parental pressure for academic success can hinder students' creativity and lower their self-esteem. The study further asserts that such pressure may reduce learners' interest in academics and negatively affect their overall school performance, which is contrary to the positive outcomes that parents usually expect.

CHAPTER FOUR RECOMMENDATIONS

To the school heads, implement support, give encouragement, and create a safe and positive environment, as it was revealed in the study that students are more likely to not feel confident in their abilities.

To the teachers, foster a classroom atmosphere that encourages motivation and self-confidence among learners, since the respondents often feel discouraged from participating in class and have doubts about their abilities.

To the parents, to provide encouragement and support without exerting excessive pressure on their children. Since it was revealed in the study that every learner has their own way that boosts confidence and academic self-efficacy rather than undermining it.

For future researchers to explore related variables that may influence academic self-efficacy, such as peer influence, socioeconomic status, and teaching styles. To add, expanding research through qualitative analysis that will focus on interviews or focus groups will gain additional insights about parental pressure and students' academic self-efficacy.

CHAPTER FIVE

CONCLUSION

The study revealed that students experienced a moderate level of parental pressure, which influenced their academic self-efficacy. Supportive parental guidance was found to build confidence and persistence, while excessive or critical pressure often resulted in stress and self-doubt. These findings show that the way parents apply pressure plays an important role in shaping how students view their academic abilities.

Moreover, the results further indicated a significant relationship between parental pressure and academic self-efficacy. The regression analysis showed that supportive parental pressure had a positive effect on students' confidence, while excessive pressure had a negative effect. This means that although parental involvement can strengthen academic self-efficacy, its impact depends on whether the pressure is encouraging or overly demanding.

Lastly, the findings support Bandura's Social Cognitive Theory, which explains that behavior is influenced by the interaction of environment, personal factors, and actions. In this study, parental pressure served as an environmental influence that shaped students' beliefs about their abilities. The results confirm the theory by showing that parental expectations and feedback directly affect students' confidence, motivation, and persistence in academic task

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APPENDICES**A. SPECIFIC RESULTS (DESCRIPTIVE & INFERENTIAL)**

Table 1.1 The Extent of Parental Pressure in Terms of Expectations

	Items	SD	AWM	Descriptive Equivalent
1	My parent(s) expect me to do well in my academic studies.	1.02	3.77	Agree
2	My parent(s) expect me to help improve our family's future through my success.	0.97	3.82	Agree
3	My parent(s) express that I am their hope for a better life.	0.88	3.92	Agree
4	My parent(s) remind me about the importance of preparing for my future.	0.94	4.08	Agree
5	My parent(s) emphasize the need for hard work and sacrifices to build a successful career.	0.95	4.05	Agree
6	My parent(s) express disappointment when I fall short of their expectations.	1.25	3.22	Neutral
	Total	0.69	3.81	Agree

Table 1.2 The Extent of Parental Pressure in Terms of Rewards/Penalty

	Items	SD	AWM	Descriptive Equivalent
1	My parent(s) are thrilled when I do well in school.	0.96	3.70	Agree
2	My parent(s) compliment me when I do well in school.	1.01	3.84	Agree
3	My parent(s) tell me that they are proud of me when I excel in school.	0.98	3.84	Agree
4	My parent(s) praise me for my hard work in my education.	1.06	3.84	Agree
5	My parent(s) explain to me about the implications of failing my schoolwork.	0.91	3.64	Agree
6	My parent(s) shared with me the lessons they learnt from their own mistakes.	0.97	3.86	Agree
	Total	0.74	3.79	Agree

Table 1.3 The Extent of Parental Pressure in Terms of Monitoring

	Items	SD	AWM	Descriptive Equivalent
1	My parents inspect my final grades.	1.10	3.49	Agree
2	My parent(s) keep track of my academic achievement.	1.01	3.58	Agree
3	My parents keep a watch on my educational activities.	0.94	3.57	Agree
4	My parent(s) guarantee that I accomplish my homework.	0.93	3.69	Agree
5	My parent(s) have asked me for my scores in examinations.	1.08	3.42	Agree
6	My parent(s) monitor my academic success.	0.97	3.61	Agree
7	My parent(s) asked me if I had filed all of my requirements.	0.97	3.70	Agree
8	My parent(s) set up a spot in our house to study area.	1.01	3.39	Agree
	Total	0.79	3.55	Agree

Table 1.4 The Extent of Parental Pressure in Terms of Support/Encouragement

	Items	SD	AWM	Descriptive Equivalent
1	My parents encourage me to pursue my dreams.	1.06	4.00	Agree
2	I get the resources I need for my academics from my parent or parents.	1.00	3.88	Agree
3	My parents support me in my efforts to flourish academically.	0.89	3.97	Agree
4	My parents offer to assist me with my projects and schoolwork.	0.98	3.66	Agree
5	My parents spoke to me about the pleasure of learning.	0.92	3.84	Agree
6	My parents push me to aim high in my studies.	1.07	3.48	Agree
7	My parents promise me that I do well in school.	0.87	3.76	Agree
8	My parents encourage me to do well academically.	1.00	3.87	Agree
9	My parents spoke to me about the advantages of education.	1.00	4.01	Agree
10	My parents tell me that my education is a prerequisite for my future career.	1.02	3.83	Agree
	Total	0.70	3.83	Agree

Table 2.1 The Level of Academic Self-Efficacy in Terms of Perceived Control

	Items	SD	AWM	Descriptive Equivalent
1	I have the ability to make decisions that affect my daily activities.	0.91	3.64	Agree
2	I can influence the outcomes of situations that are important to me.	0.90	3.73	Agree
3	I feel in control when managing unexpected challenges.	0.82	3.67	Agree
4	I am confident in organizing aspects of my life that matter to me.	0.82	3.79	Agree
5	I can plan effectively for future events or changes.	0.81	3.68	Agree
6	I have access to support when I need assistance in decision-making.	0.94	3.72	Agree
7	I feel empowered to communicate my needs to others.	0.92	3.67	Agree
8	I can manage my responsibilities without feeling overwhelmed.	0.87	3.59	Agree
9	I am able to adapt to changes in my environment.	0.82	3.75	Agree
10	I feel that my opinions are valued in group settings.	0.81	3.78	Agree
Total		0.65	3.70	Agree

Table 2.2 The Level of Academic Self-Efficacy in Terms of Competence

	Items	SD	AWM	Descriptive Equivalent
1	I can understand complex academic materials without external help.	0.95	3.48	Agree
2	I am confident in my ability to organize and plan my academic workload efficiently.	0.80	3.70	Agree
3	I can complete academic tasks even when they are challenging.	0.89	3.76	Agree
4	I am capable of learning difficult concepts on my own.	0.82	3.69	Agree
5	I believe I can perform well in exams, even under pressure.	0.85	3.67	Agree
6	I can stay motivated to study even when the subject is not interesting.	0.82	3.68	Agree
7	I can evaluate my academic progress and adjust my strategies accordingly.	0.80	3.79	Agree
8	I am confident in applying knowledge learned in one course to new academic situations.	0.89	3.70	Agree
9	I feel prepared to tackle unfamiliar academic tasks.	0.79	3.58	Agree
10	I believed I can achieve academic success through my own efforts.	0.88	3.85	Agree
Total		0.63	3.69	Agree

Table 2.3 The Level of Academic Self-Efficacy in Terms of Persistence

	Items	SD	AWM	Descriptive Equivalent
1	Even if my classmates or friends tell me I can't do it, still I study hard.	0.91	3.67	Agree
2	School can be stressful, but I still try my best to keep my grades up.	0.89	3.94	Agree
3	Even when people think I won't pass, I try my hardest to prove them wrong.	0.85	3.94	Agree
4	When I don't understand the lesson, I just keep trying until I get it.	0.83	3.90	Agree
5	No matter what challenges I face, I still move closer to my dreams.	0.77	3.95	Agree
6	I believe that if I don't give up, I can finish even the hardest homework.	0.91	3.90	Agree
7	If I really put in the effort, I know I can survive the toughest subject.	0.81	3.95	Agree
8	I know that helping myself means always working hard and not giving up.	0.92	3.99	Agree
9	I keep trying to solve school problems even when they get really hard.	0.87	3.97	Agree
10	I always find a way to do even the most difficult class activities.	0.89	3.92	Agree
11	Even if it's hard, I know I can still learn something.	0.91	3.92	Agree
12	I keep working hard to get good scores on quizzes, long tests, and other written activities, even if they're difficult.	0.93	3.95	Agree
Total		0.69	3.92	Agree

Table 2.4 The Level of Academic Self-Efficacy in Terms of Self-Regulated Learning

	Items	SD	AWM	Descriptive Equivalent
1	Even though there are difficult task, I can still adjust.	0.89	3.65	Agree
2	When it comes to studying, I prefer to study alone.	0.85	3.95	Agree
3	I follow the advice of others regarding with my bad study habits.	0.88	3.83	Agree
4	I am not late in submitting my requirements.	0.91	3.85	Agree
5	I always establish my task in school.	0.88	3.84	Agree
6	In terms of school activity, I always plan it.	0.87	3.84	Agree
7	I can remember what was discussed in class.	0.84	3.64	Agree
8	I'm able to use what I've learned from our textbooks.	0.75	3.78	Agree
9	I can stay focused when I study.	0.81	3.75	Agree

10	I fix up my study area so I can concentrate better.	0.86	3.86	Agree
11	I can push myself to do my assignments and schoolwork.	0.81	3.80	Agree
12	I can motivate myself to keep learning.	0.94	3.87	Agree
13	When I make mistakes, I'm willing to change and improve.	0.99	3.86	Agree
14	I believe I do my best in written like quizzes, unit tests, or long exams.	0.90	3.85	Agree
15	I plan and organize well so I can do great in group work, oral tasks, multimedia projects, and research.	0.93	3.73	Agree
16	I feel motivated to do periodical exams.	0.93	3.70	Agree
Total		0.62	3.80	Agree

Table 3 The Relationship between Parental Pressure and Academic Self-Efficacy

Variables	AWM	n	r - value	p - value	Decision	Remark
PARENTAL PRESSURE	3.83	106	0.823	0.000	Reject Ho	Significant
ACADEMIC SELF-EFFICACY	3.92					

B. ADAPTED AND MODIFIED QUESTIONNAIRE

PARENTAL PRESSURE AND ACADEMIC SELF-EFFICACY AMONG 1st YEAR BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH STUDENTS IN GOVERNOR GENEROSO COLLEGE OF ARTS SCIENCES AND TECHNOLOGY

[Adapted and Modified from Collado and colleagues (2023) and Dullas (2018)]

Name (Optional): _____

Year & Section _____

Gender: _____

Age: _____

Date: _____

Dear Participants,

This questionnaire is designed to gather data for the research titled “**Parental Pressure and Academic Self- Efficacy Among 1st Year College Students in Bachelor of Secondary Education Major in English Students in Governor Generoso College of Arts Sciences and Technology**”. It aims to measure the level of parental pressure and its effect on the student’s academic self-efficacy among second year student.

Your responses will contribute to a deeper understanding of this relationship. Please read each question carefully and provide answers based on your experiences. Your participation is voluntary, and all responses will be kept confidential.

Direction: Please read the statements carefully. Please put check (✓) mark on the column provided which corresponding to your response on each statement below. Use the following rating as specifying;

Descriptive evaluation

5-Strongly Agree 4-Agree 3-Neutral 2-Disagree 1-Strongly Disagree

ITEMS	5	4	3	2	1
PART I. PARENTAL PRESSURE					
A. EXPECTATION					
My parent(s) expect me to do well in my academic studies.					

My parent(s) expect me to help improve our family's future through my success.					
My parent(s) express that I am their hope for a better life.					
My parent(s) remind me about the importance of preparing for my future.					
My parent(s) emphasize the need for hard work and sacrifices to build a successful career.					
My parent(s) express disappointment when I fall short of their expectations.					
B. REWARDS/PENALTY					
My parent(s) are thrilled when I do well in school.					
My parent(s) compliment me when I do well in school.					
My parent(s) tell me that they are proud of me when I excel in school.					
My parent(s) praise me for my hard work in my education.					
My parent(s) explain to me about the implications of failing my schoolwork.					
My parent(s) shared with me the lessons they learnt from their own mistakes.					
C. MONITORING					
My parents inspect my final grades.					
My parent(s) keep track of my academic achievement.					
My parents keep a watch on my educational activities.					
My parent(s) guarantee that I accomplish my homework.					

My parent(s) have asked me for my scores in examinations.					
My parent(s) monitor my academic success.					
My parent(s) asked me if I had filed all of my requirements.					
My parent(s) set up a spot in our house to study area.					
D. SUPPORT/ENCOURAGEMENT					
My parents encourage me to pursue my dreams.					
I get the resources I need for my academics from my parent or parents.					
My parents support me in my efforts to flourish academically.					
My parents offer to assist me with my projects and schoolwork.					
My parents spoke to me about the pleasure of learning.					
My parents push me to aim high in my studies.					
My parents promise me that I do well in school.					
My parents encourage me to do well academically.					
My parents spoke to me about the advantages of education.					
My parents tell me that my education is a prerequisite for my future career.					

Descriptive evaluation

5-Strongly Agree 4-Agree 3-Neutral 2-Disagree 1-Strongly Disagree

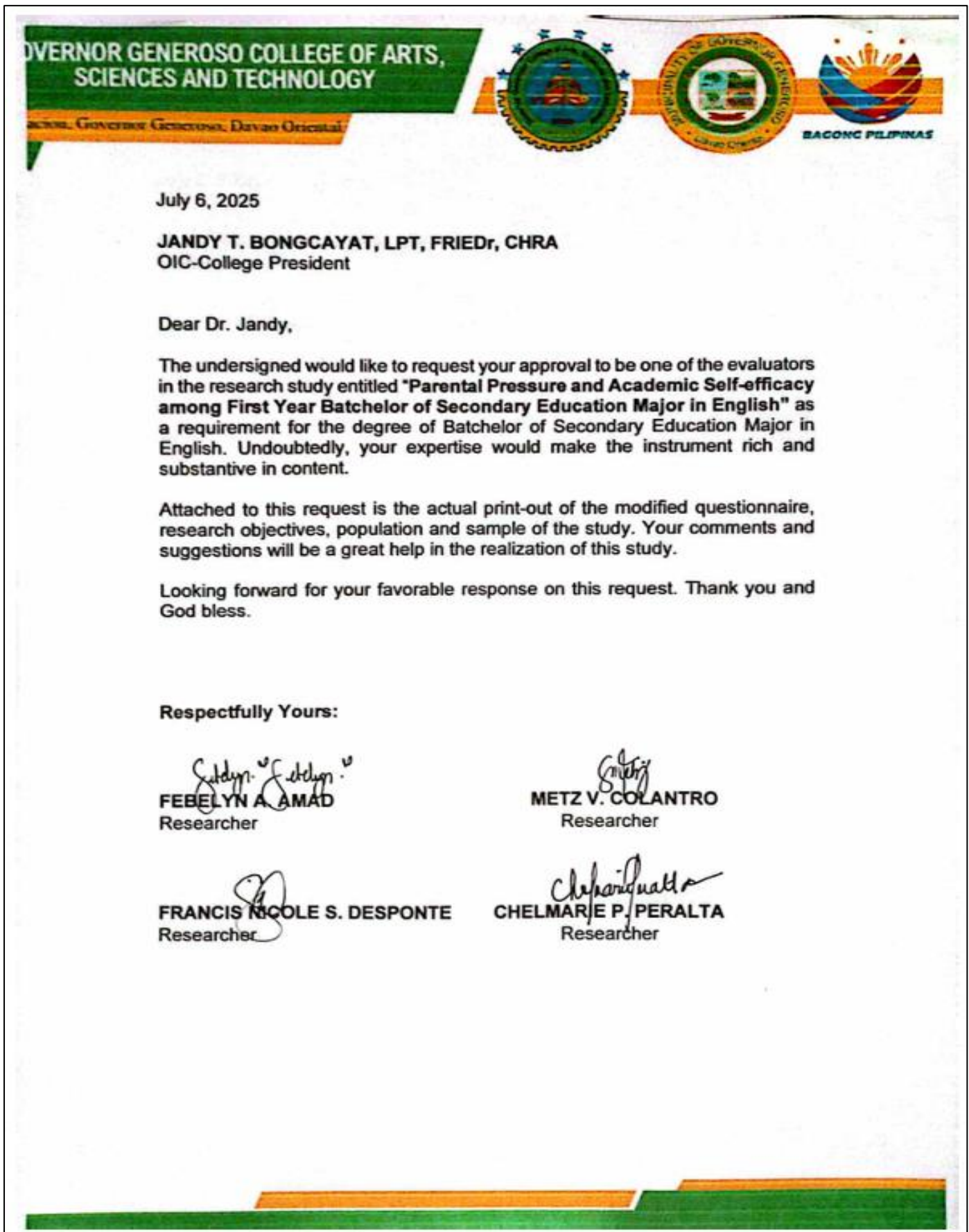
ITEMS	5	4	3	2	1
PART II. ACADEMIC SELF-EFFICACY					

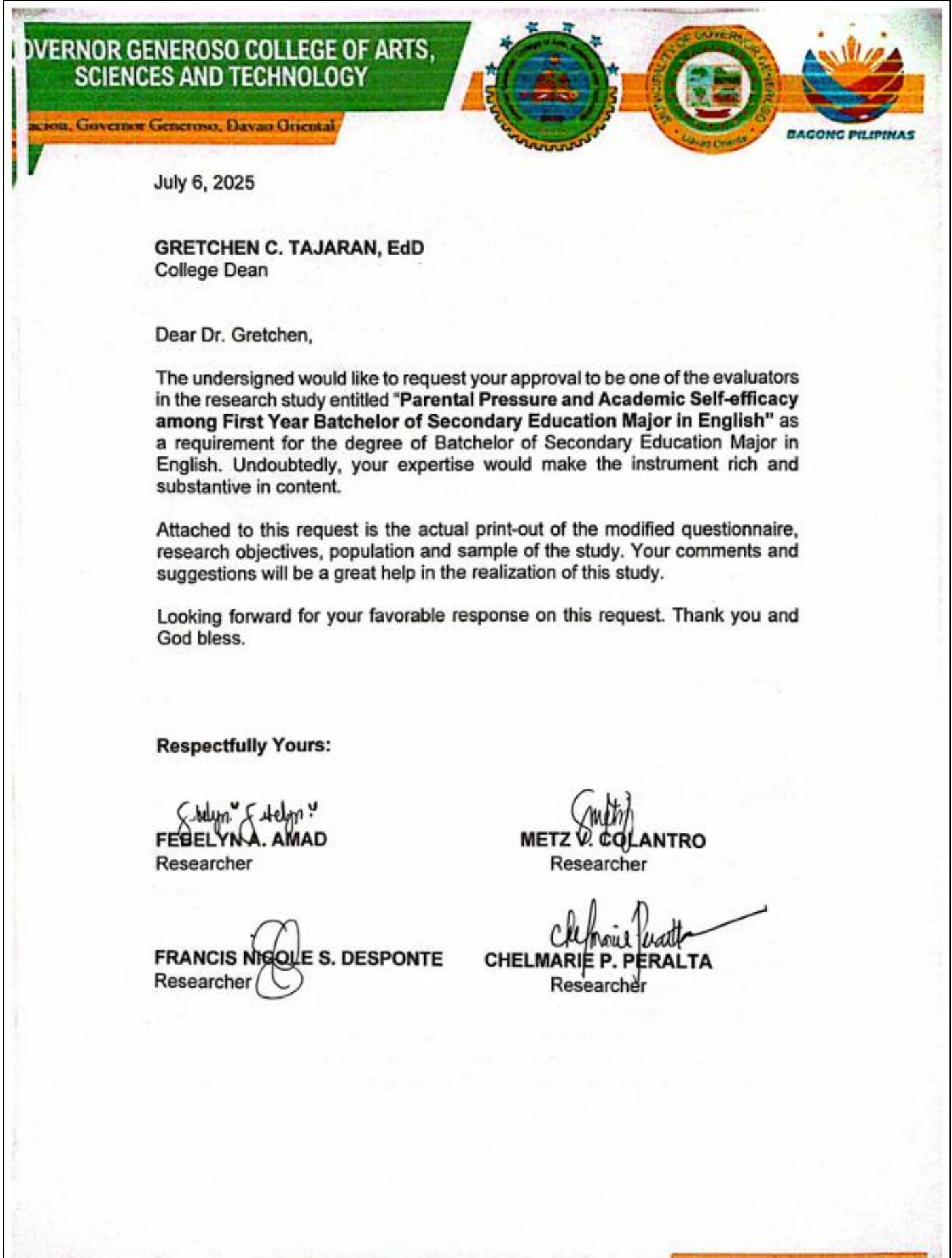
A. PERCEIVED CONTROL					
I have the ability to make decisions that affect my daily activities.					
I can influence the outcomes of situations that are important to me.					
I feel in control when managing unexpected challenges.					
I am confident in organizing aspects of my life that matter to me.					
I can plan effectively for future events or changes.					
I have access to support when I need assistance in decision-making.					
I feel empowered to communicate my needs to others.					
I can manage my responsibilities without feeling overwhelmed.					
I am able to adapt to changes in my environment.					
I feel that my opinions are valued in group settings.					
B. COMPETENCE					
I can understand complex academic materials without external help.					
I am confident in my ability to organize and plan my academic workload efficiently.					
I can complete academic tasks even when they are challenging.					
I am capable of learning difficult concepts on my own.					
I believe I can perform well in exams, even under pressure.					

I can stay motivated to study even when the subject is not interesting.					
I can evaluate my academic progress and adjust my strategies accordingly.					
I am confident in applying knowledge learned in one course to new academic situations.					
I feel prepared to tackle unfamiliar academic tasks.					
I believe I can achieve academic success through my own efforts.					
C. PERSISTENCE					
Even if my classmates or friends tell me I can't do it, I still study hard.					
School can be stressful, but I still try my best to keep my grades up.					
Even when people think I won't pass, I try my hardest to prove them wrong.					
When I don't understand the lesson, I just keep trying until I get it.					
No matter what challenges I face, I still move closer to my dreams					
I believe that if I don't give up, I can finish even the hardest homework.					
If I really put in the effort, I know I can survive the toughest subjects.					
I know that helping myself means always working hard and not giving up.					
I keep trying to solve school problems even when they get really hard.					
I always find a way to do even the most difficult class activities.					

Even if it's hard, I know I can still learn something.					
I keep working hard to get good scores on quizzes, long tests, and other written activities, even if they're difficult.					
D. SELF-REGULATED LEARNING					
Even though there are difficult task, I can still adjust.					
When it comes to studying, I prefer to study alone.					
I follow the advice of others regarding with my bad study habits.					
I am not late in submitting my requirements.					
I always establish my tasks in school.					
In terms of school activity, I always plan it.					
I can remember what was discussed in class.					
I'm able to use what I've learned from our textbooks.					
I can stay focused when I study.					
I fix up my study area so I can concentrate better.					
I can push myself to do my assignments and schoolwork.					
I can motivate myself to keep learning.					
When I make mistakes, I'm willing to change and improve.					
I believe I do my best in written tasks like quizzes, unit tests, or long exams.					
I plan and organize well so I can do great in group work, oral tasks, multimedia projects, and research.					
I feel motivated to do well in my periodical exams.					

C. LETTERS TO THE VALIDATORS







July 6, 2025

ROSITA J. BUSTAMANTE, PhD
Quality Assurance Director

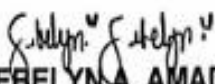
Dear Ma'am Bustamante,

The undersigned would like to request your approval to be one of the evaluators in the research study entitled "**Parental Pressure and Academic Self-efficacy among First Year Batchelor of Secondary Education Major in English**" as a requirement for the degree of Batchelor of Secondary Education Major in English. Undoubtedly, your expertise would make the instrument rich and substantive in content.

Attached to this request is the actual print-out of the modified questionnaire, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.

Looking forward for your favorable response on this request. Thank you and God bless.

Respectfully Yours:


FEBELYN A. AMAD
Researcher


METZ V. COLANTRO
Researcher


FRANCIS NICOLE S. DESPONTE
Researcher


CHELMARIE P. PERALTA
Researcher

D. RATINGS FROM THE VALIDATORS

GOVERNOR GENEROSO COLLEGE OF SCIENCES AND TECHNOLOGY
 DAVAO ORIENTAL, GOVERNOR GENERAL, DAVAO ORIENTAL

UNIVERSITY OF EASTERN PHILIPPINES
 BACONG FILIPINAS

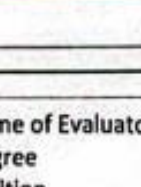
VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator : Dr. Jandy Pangrayat
 Degree : LPT, FRIEDr. CHIA
 Position : DIC - College President

To the Evaluator : Please check the appropriate box for your ratings

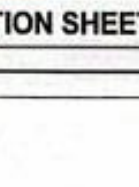
5 - Excellent 2 - Fair
 4 - Very Good 1 - Poor
 3 - Good

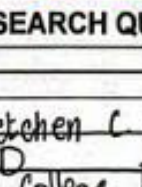
		5	4	3	2	1
1	Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language..		/			
2	Presentation and Organization of Items The items are presented and organized in logical manner.		/			
3	Suitability of Items The item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.		/			
4	Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.		/			
5	Attainment of Purpose The instrument fulfills the objectives for which it was constructed.		/			
6	Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggested of the researcher.		/			
7	Scales and Evaluation Rating Scale The scale adapted is appropriate for the items.		/			



**GOVERNOR GENEROSO COLLEGE OF ARTS,
SCIENCES AND TECHNOLOGY**

REGIONAL GOVERNOR GENEROSO, DAVAO ORIENTAL








BACANG PILIPINAS

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator : <u>Gretchen C. Tajanan, EdD</u> Degree : <u>EdD</u> Position : <u>College Dean</u>						
To the Evaluator : Please check the appropriate box for your ratings	5	4	3	2	1	
	- Excellent	- Very Good	- Good	- Fair	- Poor	
1 Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language..	<input checked="" type="checkbox"/>					
2 Presentation and Organization of Items The items are presented and organized in logical manner.	<input checked="" type="checkbox"/>					
3 Suitability of Items The item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.		<input checked="" type="checkbox"/>				
4 Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.	<input checked="" type="checkbox"/>					
5 Attainment of Purpose The instrument fulfills the objectives for which it was constructed.	<input checked="" type="checkbox"/>					
6 Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggested of the researcher.		<input checked="" type="checkbox"/>				
7 Scales and Evaluation Rating Scale The scale adapted is appropriate for the items.		<input checked="" type="checkbox"/>				

**GOVERNOR GENEROSO COLLEGE OF ARTS,
SCIENCES AND TECHNOLOGY**
GOVERNOR GENEROSO, DAVAO ORIENTAL

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

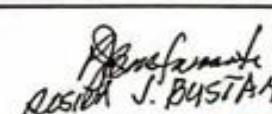
Name of Evaluator: Rosita J. Bustamante PhD
 Degree: PhD in Agricultural Education w/ cognate Rule
 Position: Quality Assurance Director / Tech. Insp.

To the Evaluator: : Please check the appropriate box for your ratings


5 - Excellent
 4 - Very Good
 3 - Good

2 - Fair
 1 - Poor

	5	4	3	2	1
1 Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language..			/		
2 Presentation and Organization of Items The items are presented and organized in logical manner.			/		
3 Suitability of Items The item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.			/		
4 Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.			/		
5 Attainment of Purpose The instrument fulfills the objectives for which it was constructed.			/		
6 Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggested of the researcher.		/			
7 Scales and Evaluation Rating Scale The scale adapted is appropriate for the items.		/			





ROSITA J. BUSTAMANTE, PhD

E. ENDORSEMENT TO CONDUCT THE STUDY



**GOVERNOR GENEROSO COLLEGE OF ARTS,
SCIENCES AND TECHNOLOGY**


Poblacion, Governor Generoso, Davao Oriental







ENDORSEMENT

Respectfully endorsed to **DR. JANDY T. BONGCAYAT, LPT, FRIEDr, CHRA,**
OIC- College President of GGCAST, the attached letter of **FEBELYN A. AMAD,**
METZ V. COLANTRO, FRANCIS NICOLE S. DESPONTE, and **CHELMARIE**
P. PERALTA, students of Bachelor of Secondary Education Major in English in this
 institution, requesting permission to conduct their study under the purview of GGCAST.

This is submitted to your kind approval.


GRETCHEN C. TAJARAN, EdD
 College Dean


MERIDITH G. ANSALDO, MAED
 Program Head


JEANVERLY GRETHEL M. MANTILLA, MAED
 Research Coordinator

*Note: Please utilize this document when you are conducting a survey in the
Institution (GGCAST)*

**GOVERNOR GENEROSO COLLEGE OF ARTS,
SCIENCES AND TECHNOLOGY**

DAVAO, GOVERNOR GENERAL, DAVAO ORIENTAL



2 ENDORSEMENT

Cronbach Alpha

This is to formally endorse **Febelyn A. Amad, Metz V. Colantro, Francis Nicole S. Desponte, and Chelmarie P. Peralta**, 2nd year students in the Bachelor of Secondary Education Major in English, with the research titled **"Parental Pressure and Academic Self-efficacy among First Year Batchelor of Secondary Education Major in English"** for the purpose of conducting a Cronbach's Alpha analysis to determine the internal consistency and reliability of the instrument

This questionnaire has undergone modifications and has been validated by a panel of experts to ensure its content validity and appropriateness for the study. As part of our efforts to maintain rigorous academic standards, it is now necessary to assess the internal reliability of the instrument through a Cronbach's Alpha analysis

I kindly request your expertise in performing this statistical analysis and providing your professional insights on the reliability of the questionnaire items. Your evaluation will play a crucial role in ensuring the robustness and credibility of the research findings.

Thank you for your attention to this request and your continued support of our research endeavors.

Endorsed by:


GRETCHEN C. TAJARAN, EdD
College Dean

Note: Please see the attached document (3rd Endorsement) with this document. Once the questionnaire passes the Cronbach's alpha test, the authorization signature is needed for the approval to proceed with conducting the survey. The signed document will also serve as an endorsement from the Statistician.

**GOVERNOR GENEROSO COLLEGE OF ARTS,
SCIENCES AND TECHNOLOGY**

Soblacion, Governor Generoso, Davao Oriental



3rd ENDORSEMENT

Certificate of Reliability Approval and Survey Authorization

This is to certify that the research questionnaire developed by **Febelyn A. Amad, Metz V. Colantro, Francis Nicole S. Desponte and Chelmarie P. Peralta**, 2nd year students in the Bachelor of Secondary Education Major in English, for their study entitled "**Parental Pressure and Academic Self-efficacy among First Year Batchelor of Secondary Education Major in English**" has successfully passed the Cronbach's Alpha reliability test, with a reliability coefficient of _____, conducted by

Roland Felix Jr. B. Payos, MSc

The questionnaire demonstrated a satisfactory level of internal consistency, indicating its reliability as a research instrument. With this rating, the questionnaire is deemed suitable for data collection.

Therefore, the researchers are hereby granted approval to proceed with the administration of the research survey in accordance with the ethical standards and guidelines established by the institution.

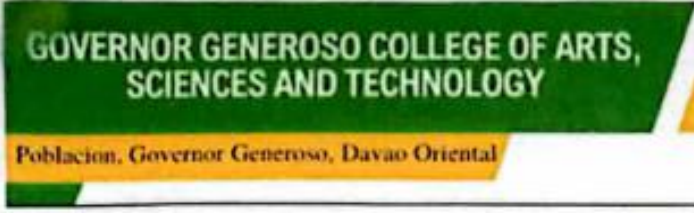



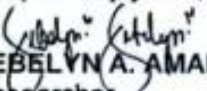





Approved on: November 11, 2025

Approved by:

ROLAND FELIX JR. B. PAYOS, MSc.
BSED-Mathematics Program Head




f 11/27/25
Date and Signature

F. APPROVED LETTER ON THE CONDUCT OF THE STUDY

   	
<p>GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY Poblacion, Governor Generoso, Davao Oriental</p>	
<p>May 26, 2025</p>	
<p>DR. JANDY T. BONGCAYAT, LPT, FRIEDr, CHRA OIC- College President Governor Generoso College of Arts Sciences and Technology Poblacion, Governor Generoso, Davao Oriental</p>	
<p>Dear Doc, BONGCAYAT,</p>	
<p>The undersigned is currently working on their research entitled, "Parental Pressure and Academic Self-Efficacy Among First Year College Students in Bachelor of Secondary Education Major in English"</p>	
<p>In this regard, the researcher would like to request your approval to conduct the study in your area of responsibility. Rest assured that the confidentiality of the data collected will be an utmost priority. Attached herewith is the sample of the survey questionnaire that reflects the topics and questions to be discussed.</p>	
<p>Looking forward to your favorable response on this request.</p>	
<p>Respectfully yours,  FEBELYN A. AMAD Researcher</p>	<p> METZ V. COLANTRO Researcher</p>
<p> FRANCIS NICOLE S. DESPONTE Researcher</p>	<p> CHELMARIE PERALTA Researcher</p>
<p>Research Adviser  DR. JANDY T. BONGCAYAT, LPT, FRIEDr, CHRA</p>	
<p>Noted by:  JEANVERLY GRETHEL M. MANTILLA, MAED Research Coordinator</p>	
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G. CERTIFICATE OF APPEARANCE


**GOVERNOR GENEROSO COLLEGE OF ARTS,
SCIENCES AND TECHNOLOGY**

CERTIFICATE OF APPERANCE





This is to certify that **FEBELYN A. AMAD, METZ V. COLANTRO, FRANCIS NICOLE S. DESPONTE** and **CHELMARIE P. PERALTA**, students of Batchelor of Secondary Education Major in English, has conducted a survey in **GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCE AND TECHNOLOGY** on July 6, 2025 as part of their research requirements. This certification is issued for whatever legal purpose it may serve.

Issued the July 6 2025 at GGCAST



DR. JANDY T. BONGCAYAT LPT, FRIEDr, CHRA
 OIC - College President

H. EDITOR'S CERTIFICATION

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY Poblacion, Governor Generoso, Davao Oriental			
CERTIFICATE OF READING			
<p>To whom it may concern,</p> <p>This is to certify that the manuscript of AMAD, FEBELYN A., COLANTRO, METZ V., DESPONTE, FRANCIS NICOLE S., and PERALTA, CHELMARIE P., entitled Parental Pressure and Academic Self-Efficacy Among 1st Year Bachelor of Secondary Education Major in English" has been checked and edited by the undersigned in accordance with the standard mechanics, format, spacing, and references set by the institution.</p> <p>This certificate is issued on November 1, 2025.</p> <p style="text-align: right;"> JEANVERLY GRETHEL M. MANTILLA, MAEd Grammarian/Reader</p>			
