

Factors Affecting Interest in Studies Among Students of the College of Tourism and Hospitality Management in President Ramon Magsaysay State University-Iba Campus S.Y. 2019-2020

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Abstract: This study assessed the factors affecting students' interest in studies among the College of Tourism and Hospitality Management at President Ramon Magsaysay State University – Iba Campus for SY 2019–2020. Using a descriptive research design, data were collected through questionnaires from 254 randomly selected students. The study examined teacher, family, and student-personal factors, along with respondents' demographic profiles. Results showed that respondents generally demonstrated “Very Good” academic performance and agreed that teacher, family, and personal factors influence their interest in studies. No significant relationship was found between academic performance and these factors. However, significant differences were observed when grouped according to year level and course. The study recommends varied teaching strategies, balanced parental guidance, regulated social media use among students, and the continuation of school programs supporting student development. Further studies with broader scope are encouraged.

Keywords: Student Interest, Academic Performance, Teaching Strategies, Family Influence, Descriptive Research.

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I. INTRODUCTION

➤ Background of the Study

Interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success. It operates as both a psychological state of attention toward a particular topic and an enduring predisposition to reengage over time. Experiencing interest promotes behaviors demanding cognitive resources; it acts as a coping mechanism in frustrating learning situations and is central to self-regulation and sustained motivation. Positive effects generally tend to replenish resources, but interest, in particular, promotes greater resource replenishment.

Schools are charged with preparing young people to become productive citizens, making it necessary to provide adequate learning and personal development. The level of a person's interest has repeatedly been found to be a powerful influence on learning, determining what we choose to learn and how well we learn it. Interest is generally categorized into

two types: personal (intrinsic desire persisting over time) and situational (extrinsic, spontaneous, and place-specific).

In the school situation, losing interest in studies is a serious problem stemming from various factors, including the educational environment, societal changes, parental attitudes, and modern distractions like smartphones and digital gaming. Without understanding the lack of interest among College of Tourism and Hospitality Management (CTHM) students at President Ramon Magsaysay State University - Iba Campus, there would be no effective ways to prevent students from losing interest or having to retake subjects.

➤ Statement of the Problem

The study aimed to determine and assess the factors that affect the interest in studies among CTHM students for SY 2019-2020. Specifically, it sought to answer:

- What is the profile of the respondent with regards to Age, Sex, Civil Status, Year Level, Course, Religion, and Monthly Family Income?

- How can the factors affecting interest in their studies be described as to Teacher, Family, Personal, and School Factors?
- How is the level of academic performance described?
- Is there a significant difference on factors affecting interest in their studies when grouped according to profile variables?
- Is there a significant difference among the factors affecting interest?
- Is there a significant relationship between academic performance and the factors affecting interest?

➤ *Scope and Limitation*

The study was limited to 254 CTHM students of President Ramon Magsaysay State University Iba Campus for the School Year 2019-2020. It focused on factors affecting interest in studies (Teacher, Family, Personal, and School) and their relationship to the respondents' academic performance and demographic profiles.

II. FRAMEWORK OF THE STUDY

➤ *Review of Related Literature*

Being interested in a topic is a mental resource that enhances learning, leading to better performance and achievement. Individual interest correlates heavily with academic performance, promoting attention, recall, task persistence, and effort.

- **Teacher Factor:** Teachers should pay as much attention to students' motivation as to actual competence. While teachers may have little control over the individual interest students bring to class, they possess control over the learning environment.
- **Family Factor:** The family has been recognized as the major influence on students' academic performance and their ultimate successes in life. Parental involvement actively promotes children's academic and social success.
- **Personal Factor:** Motivation is the force that starts and sustains activities towards achieving goals, recognized by students' excitement and enthusiasm. Personal interest

emanates from an intrinsic desire to understand particular subjects.

- **School Factor:** The school sets the parameters of a student's learning experience. Belonging is a fundamental innate human need which, when met, facilitates physical well-being, academic achievement, and persistence.

➤ *Theoretical Framework*

The study is anchored on Maslow's hierarchy of needs, proposed by Abraham Maslow in 1943. Maslow categorized human motivations into "physiological", "safety", "belonging and love", "esteem", and "self-actualization" stages. In order for motivation to occur at the next level, each preceding level must be satisfied within the individual. The ultimate goal is self-actualization, reflecting the human desire to reach full potential.

➤ *Null Hypotheses*

There is no significant difference on factors affecting interest in their studies when grouped according to profile variables.

There is no significant difference on the factors affecting interest in study (Teacher, Family, Personal, School).

There is no significant relationship between academic performance and the factors affecting interest.

III. RESEARCH METHODOLOGY

➤ *Research Method and Locale*

The study utilized the descriptive method of research to present facts concerning the current status of prevailing conditions affecting student interest. It was conducted at the President Ramon Magsaysay State University (PRMSU) Iba Campus in Zambales.

➤ *Respondents and Sampling*

Data was gathered from 254 CTHM students across all year levels during the SY 2019-2020.

Table 1 Distribution of the Respondent

Year Level	Frequency	Percentage
First Year	107	42.10
Second Year	107	42.10
Third Year	19	7.50
Fourth Year	21	8.30
Total	254	100.00

The respondents were selected conveniently through the Calmorin style of sampling, with questionnaires distributed during their vacant time to avoid class distraction.

• *Instrument*

The main instrument was a three-part questionnaire: (1) profile of the respondents, (2) academic performance, and (3) degree of agreement on factors affecting interest measured on a 4-point Likert scale (1=Strongly Disagree to 4=Strongly Agree).

• *Statistical Treatment*

The researchers utilized MS Excel and SPSS for data computation. Statistical tools included Percentage for profiles, Weighted Arithmetic Mean for assessing factors, Analysis of Variance (ANOVA) for hypothesis testing regarding differences, and Pearson Product Moment Coefficient of Correlation to determine relationships. Before you begin to format your paper, first write and save the content as a separate text file. Keep your text and graphic files separate until after the text has been formatted and styled. Do not use

hard tabs, and limit use of hard returns to only one return at the end of a paragraph. Do not add any kind of pagination

anywhere in the paper. Do not number text heads-the template will do that for you.

IV. RESULTS AND DISCUSSIONS

➤ Profile of the Respondents

Table 2 Frequency and Percentage Distribution on Age

Age	Frequency (f)	Percentage (%)
16-18	79	31.10
19-21	156	61.40
22-24	9	3.50
25 Above	10	3.90
Total	254	100.00
<i>Mean of Age = 19.41 years old</i>		

The majority of respondents (156 or 61.40%) are 19-21 years old. The computed mean age is 19.41 years old, indicating the respondents are relatively young adults.

Table 3 Frequency and Percentage Distribution on Sex

Sex	Frequency (f)	Percentage (%)
Male	97	38.20
Female	146	57.50
Third Sex	11	4.30
Total	254	100.00

Females outnumbered males, comprising 146 respondents (57.50%), followed by 97 males (38.20%) and 11 from the third sex (4.30%).

Table 4 Frequency and Percentage Distribution on Civil Status

Civil Status	Frequency (f)	Percentage (%)
Single	248	97.60
Married	6	2.40
Total	254	100.00

An overwhelming majority (248 or 97.60%) are single.

Table 5 Frequency and Percentage Distribution on Year Level

Year Level	Frequency (f)	Percentage (%)
First Year	107	42.10
Second Year	107	42.10
Third Year	19	7.50
Fourth Year	21	8.30
Total	254	100.00

Most respondents belong to the first and second-year levels, with 107 (42.10%) in each.

Table 6 Frequency and Percentage Distribution on Course

Course	Frequency (f)	Percentage (%)
BSHRM/BSHM	210	82.70
BSTM	44	17.30
Total	254	100.00

The vast majority (210 or 82.70%) are taking the Bachelor of Science in Hotel Management.

Table 7 Frequency and Percentage Distribution on Religion

Religion	Frequency (f)	Percentage (%)
Roman Catholic	186	73.20
Born Again	19	7.50
INC	15	5.90
Methodist	7	2.80
Mormons	8	3.10
Others	19	7.50
Total	254	100.00

The dominant religion is Roman Catholic, comprising 186 respondents (73.20%).

Table 8 Frequency and Percentage Distribution on Monthly Family Income

Monthly Family Income	Frequency (f)	Percentage (%)
Php 5000 below	82	32.30
Php 5001 - Php 10000	36	14.20
Php 10001 - Php 15000	89	35.00
Php 15001 or higher	47	18.50
Total	254	100.00
<i>Mean of Family Income = Php 9,488.69</i>		

Most respondents (89 or 35.00%) belong to the Php 10,001 - Php 15,000 income bracket. The mean monthly family income is Php 9,488.69.

➤ *Academic Performance*

Table 9 Frequency and Percentage Distribution on Academic Performance

Academic Performance	Frequency (f)	Percentage (%)
1.26 - 1.50	1	0.40
1.51 - 1.75	25	9.80
1.76 - 2.00	40	15.70
2.01 - 2.25	49	19.30
2.26 - 2.50	19	7.50
2.51 - 2.75	10	3.90
2.76 - 3.00	3	1.20
Not Applicable	107	42.10
Total	254	100.00
<i>Mean of Academic Performance = 2.05 (Very Good)</i>		

A large portion (107 or 42.10%) are "Not Applicable" due to being first-year students without prior semester grades. For graded students, 49 (19.30%) scored 2.01-2.25. The overall mean was 2.05, interpreted as "Very Good".

➤ *Degree of Agreement in Factors Affecting Interest*

Table 10 Perception Towards Teacher Factor

Teacher Factor	WM	QI	Rank
1. I am affected if the teacher plays favoritism and is unfair to other students.	3.03	Agree	3
2. I enjoy attending the class when the teacher is always present and make remedial classes when disrupted...	3.11	Agree	2
3. I feel motivated to learn when the teacher provides rewards as "exemptions in exam", associated grades...	3.23	Agree	1
4. I feel disinterested when the teacher is unable to use variety of teaching techniques and strategies.	3.06	Agree	4.5
5. I hate teachers who usually nag and always reprimand students.	3.06	Agree	4.5
Overall Weighted Mean	3.10	Agree	

Students were motivated by rewards like exam exemptions (Mean: 3.23, Rank 1). The overall mean for Teacher Factor was 3.10 ("Agree").

Table 11 Perception Towards Family Factor

Family Factor	WM	QI	Rank
1. I feel unmotivated when parents fails to provide moral and financial support to my studies.	2.56	Agree	4
2. My parents are not expecting so much from me and satisfy my school achievement.	2.73	Agree	2
3. I feel awkward or uncomfortable whenever a parent keeps tracking my academic performance.	2.55	Agree	5
4. My parents provides financial support for the assignments and research for my study.	3.27	Strongly Agree	1
5. I feel unmotivated & disturbed to study due to related problems in the family.	2.63	Agree	3
Overall Weighted Mean	2.75	Agree	

Respondents "Strongly Agreed" that financial support for assignments influenced motivation (Mean: 3.27, Rank 1). The overall mean was 2.75 ("Agree").

Table 12 Perception Towards Personal Factor

Personal Factor	WM	QI	Rank
1. Students usually with their empty stomach make them unable to focus on their study.	3.08	Agree	2
2. I know that I am doing my best to my education for the preparation of my successful adult life.	3.48	Strongly Agree	1
3. I cannot focus on my study because I have learning difficulties on other subjects.	2.77	Agree	4
4. Having a relationship with someone makes me feel so good and help me to strive for my excellence...	2.89	Agree	3
5. I cannot focus on my study because I was distracted to social media and online gaming.	2.69	Agree	5
Overall Weighted Mean	2.98	Agree	

Believing they are doing their best for adult life preparation ranked highest (Mean: 3.48, Rank 1). The overall mean was 2.98 ("Agree").

Table 13 Perception Towards School Factor

School Factor	WM	QI	Rank
1. I feel so strongly motivated to study because the school has provided all the necessary equipment...	2.96	Agree	4
2. I am determined to study hard because the school provides rewards to excellent students...	3.09	Agree	3
3. I am highly motivated to study because the school has given conducive learning rooms...	2.90	Agree	5
4. I am properly motivated to study and do academic satisfaction because the school provides training...	3.11	Agree	2
5. The school opens to all students who engage in extra and co-curricular activities.	3.20	Agree	1
Overall Weighted Mean	3.06	Agree	

Extracurricular opportunities strongly influenced motivation (Mean: 3.20, Rank 1). The overall mean was 3.06 ("Agree").

➤ Tests of Differences and Relationships

Table 14 Single Analysis of Variance to Test Differences on Perception Towards Factors

Groups	Count	Sum	Average	Variance	
Teacher Factor	5	15.49	3.098	0.00627	
Family Factor	5	13.74	2.748	0.09032	
Personal Factor	5	14.91	2.982	0.09907	
School Factor	5	15.26	3.052	0.01457	
Source of Variation	SS	df	MS	F	P-value
Between Groups	0.36268	3	0.120893	2.300211	0.116242
Within Groups	0.84092	16	0.052558		
Total	1.2036	19			

- Decision: Accept H_0 (No Significant Differences). There is no significant difference on the perception towards factors affecting interest, as the computed F value (2.30) is lower than the F critical value (3.24).

Table 15 Pearson Product Moment Coefficient of Correlation

Sources of Correlations		Academic Performance	Factors Affecting Interest
Academic Performance	Pearson Correlation	1	-0.105
	Sig. (2-tailed)		0.096
	N	254	254
Factors Affecting Interest	Pearson Correlation	-0.105	1
	Sig. (2-tailed)	0.096	
	N	254	254

The computed Pearson r value of -0.105 denotes a negligible relationship between academic performance and factors affecting interest. With a P-value of 0.096 (>0.05), the Null Hypothesis is accepted.

Table 16 Analysis of Variance (Factors Grouped by Profile Variables)

Sources of Variations		SS	df	MS	Sig.	Decision
Age	Between	0.457	3	0.152	0.410	Accept Ho
Sex	Between	0.737	2	0.369	0.097	Accept Ho
Civil Status	Between	0.196	1	0.196	0.266	Accept Ho
Year Level	Between	2.390	3	0.797	0.001	Reject Ho (Significant)
Course	Between	0.635	1	0.635	0.045	Reject Ho (Significant)
Religion	Between	1.232	5	0.246	0.167	Accept Ho
Family Income	Between	0.115	3	0.038	0.867	Accept Ho

There are no significant differences in perception when grouped by age, sex, religion, and family income (P-values >0.05). However, Year Level ($P=0.001$) and Course ($P=0.045$) showed significant differences, meaning a student's year level and specific course significantly affect how they perceive study interest factors.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

➤ Conclusions

- The typical respondent is a young female adolescent, single, in her first year taking a Bachelor of Science in Hotel Management, with a family income below the poverty level.
- The respondents obtained a "Very Good" academic performance overall.
- The respondents "Agreed" that Teacher, Family, Personal, and School factors affect their interest in studies.
- There is no significant difference in perception among the four different dimensions of factors.
- There is no significant relationship between academic performance and the factors affecting interest in studies.
- There is a significant difference in perception towards factors affecting interest when grouped according to year level and course.

➤ Recommendations

- For Teachers: Educators are encouraged to use a variety of teaching techniques and strategies for better learning, and they should refrain from nagging students.
- For Parents: Parents are advised to be lenient in monitoring the academic performance of their children to avoid creating feelings of pressure.

- For Students: Students should set strict time limits on social media use for better focus and concentration.
- For School Administrators: The school should continue providing worthwhile extracurricular activities to support the holistic development of students.
- For Future Researchers: Conduct follow-up studies that are deeper and wider in scope to validate these findings.

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