

The Influence of Parental Employment on Student Persistence of Bukidnon State University-Malitbog Campus in the Academic Year 2024-2025

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ABSTRACT

This study aims to investigate how parental employment influences student persistence at Bukidnon State University-Malitbog Campus, during the academic year 2023-2024. Examining the type of employment, working hours, and income levels of parents also seeks to understand their impact on students' ability to remain committed to their academic pursuits. This study used a descriptive correlational research design and regression analysis with 86 respondents. This study involved college students of Public Administration at Bukidnon State University-Malitbog Campus for the Academic Year 2024-2025. It covered research design, sampling techniques, instrumentation, and statistical treatments. This study used a descriptive correlational research design and regression analysis with 86 respondents. Additionally, the chapter provided information on the collection implementation, including relevant details about the participants and the subsequent procedures. The result of the study revealed that more of the respondents were female, the majority were in the range of 18-20 years old, the majority were single, most of them were third-year students, the majority had 4-6 siblings, the majority of their parents were farmer and unemployed most of the student parents earned less than 9,520.00php as their monthly income. The perception of parental employment that influences student persistent on job stability had an overall mean of 3.00, the influence on students' persistence on parental support had 3.10, and Parental employment that influenced student persistence on parental support 3.10, the depict of the relationship between parental employment and student academic persistence had 3.27, all indicators described as "always aware." The findings of this study indicate a clear relationship between parental employment and student persistence at Bukidnon State University-Malitbog Campus. Students whose parents hold stable, regular jobs tend to exhibit higher levels of academic motivation and persistence. This underscores the importance of financial stability and emotional support in fostering an environment conducive to academic success.

Keywords: *Employment Status, Job Stability, Parental Support, Academic Preparedness, Student Engagement, Student Motivation.*

INTRODUCTION

Parental employment is a key factor that influences the academic success of students. Research has shown that students who have supportive and engaged parents tend to perform better in school and have higher educational aspirations. Parental involvement can take various forms, such as providing materials, learning at home, volunteering, communicating, and setting goals. However, not all parents are equally involved in their children's education, and there may be barriers and challenges that prevent them from doing so. This study explores the different aspects of parental involvement and how they impact student academic performance. Studies have found that students who have parents who monitor their attendance and encourage them to go to school regularly are less likely to be absent or late. Regular attendance is crucial for academic success, as it allows students to participate in class activities, interact with teachers and peers, and access the curriculum. Parents who value education and show interest in their children's schoolwork can also motivate their children to attend school and

learn. Parents who are involved in their children's education can provide emotional support, encouragement, and feedback, which can boost their children's self-esteem and confidence. They can also help their children develop learning skills, such as reading, writing, problem solving, and critical thinking, by providing resources, guidance, and assistance at home. Furthermore, parents who are involved can model positive behaviors and attitudes towards learning, such as curiosity, persistence, and enthusiasm, which can inspire their children to follow suit. Parental employment had a positive influence on students' academic achievement, learning motivation, and learning strategies in Taiwan (Shimi et al., 2024b).

Parental support does not end even when the child goes to college. Suggest that parental support influences better academic achievement and helps students undergo personal and social development. Besides, parental involvement plays a role in students' well-being and translates into the students' ability to develop critical thinking useful for academic achievement at the college level. Parental involvement at the college level begins before the children graduate from high school. In most cases, parents talk about their aspirations for their children. In some cultures, parents help their children consider higher education. Sometimes parents engage in college planning and prepare their children for the high school and college transition. Some parents assist their children in choosing which college to attend. This is specifically true for Christian parents who want their children to embrace Christian morals. Unfortunately, higher education is costly, and students find it difficult to cope and have to rely on their parents for financial support to fund college tuition and fees. The transition from high school to college leads to a whole new experience, which can be exciting as students encounter familiar and unfamiliar regulations and situations, and at the same time challenging as students begin to consider and understand college's high academic expectations and the different social environments. They become surprised by the freedom and pressures of college life. Academic demands and social life become intertwined and difficult. Making new friends becomes tricky when it requires breaking into already existing groups and cliques. However, students have to learn to self-regulate to participate in their own learning and take responsibility for their academic achievement (Yieng et al., 2020c).

In addition, Parents' relationship with their college students becomes significant during these struggles, especially if there is a connection between the child and parents. suggests that in recent years, parents have been involved in their children's education, and therefore, they continue supporting their college children. During this transition and throughout the four years of college, parents find themselves offering emotional support. Often, parents have engaged in socializing their children, providing them an avenue for discussing their Abstract Proceedings International Scholars Conference, positive and negative college experiences, and seeking advice. These relationships also encourage students to continue in courses they have difficulties with, and ultimately, parents' support helps the children to persist in college. This suggests that parents provide social capital to their children when they have a relationship with the school and mutually share goals for the students' well-being, which helps the students to adjust to college. Some studies, however, show that parental involvement has a negative effect and does not affect college achievement and students' well-being. A study done at a Korean University discovered that students' personal control was affected and did not develop resilience or stability because of their overprotective parents. It is safe to conclude that research results show a lack of agreement about the effect of parental support on academic outcomes (Yieng et al., 2020c).

Relationship between parents' schooling and children's educational outcomes, with parent education significantly increasing the likelihood of children progressing from one level of schooling to the next. This relationship has implications for societal inequality, as children reproduce the outcomes and opportunities of their parents, limiting upward social mobility. However, there is limited research on how family-level factors influence children's secondary education outcomes. This study examines the relationship between parental education and household wealth in Mexico, focusing on gender

differences and the influence of family-level factors on children's educational persistence in upper secondary school. Results show that increases in parental education decrease the likelihood of children dropping out, even when controlling for financial resources and other family-level characteristics. Mothers' education appears to have distinct and additive effects on their children's educational persistence (Espinoza et al., 2023).

This study is anchored to the Social Cognitive Theory of Albert Bandura (2024b). Social Cognitive Theory posits that learning occurs within a social context through a dynamic interplay among personal factors, behaviors, and environmental influences. Central to this framework is the idea that individuals acquire knowledge and model behaviors by observing others, meaning that behavior is not solely a product of direct experience but is also shaped by watching the actions of role models. This process is enhanced through the concept of self-efficacy, the belief in one's capacity to execute behaviors necessary to produce specific performance attainments, which in turn significantly influences motivation and perseverance. An important element of Social Cognitive Theory is reciprocal determinism, which explains how personal factors, environmental contexts, and behaviors continuously influence one another.

In addition, educational context, these elements come into sharp focus; for instance, a student's academic persistence can be viewed as the outcome of interactions between their self-confidence (fueled by supportive observations at home), the quality of parental support, and the broader social and economic conditions such as parental employment and job stability. This theoretical perspective is particularly useful for understanding how variables such as employment status, job stability, and parental engagement can indirectly affect student motivation. When students observe positive coping mechanisms and effective problem-solving behaviors in their parents, it strengthens their belief in their own abilities and resilience, thereby promoting persistence even in challenging academic environments (Bandura, 2024b).

This study is anchored to the Self-Determination Theory (Kendra Cherry, 2024). Self-determination theory seeks to explain how being self-determined impacts motivation, that people feel more motivated to take action when they think that what they do will affect the outcome. Self-Determination Theory (SDT) is highly relevant to understanding the influence of parental employment on student persistence because it sheds light on how the fulfillment of basic psychological needs—autonomy, competence, and relatedness—affects intrinsic motivation. Parental employment can either support or hinder the satisfaction of these needs, directly impacting a student's ability to persist in their studies. For example, employed parents who foster independence and encourage their children to take responsibility for their academic goals help fulfill their need for autonomy, which strengthens motivation.

In addition, when parents provide affirmation and recognize their children's efforts, they enhance their sense of competence, reinforcing a belief in their ability to succeed academically. Additionally, maintaining emotional connections and consistent support, despite the demands of employment, fulfills the need for relatedness, offering students a secure foundation to overcome academic challenges. However, if parental employment leads to reduced engagement, emotional disconnect, or overly controlling behavior, it may undermine these psychological needs, negatively affecting students' motivation and persistence. By applying SDT, this study highlights how balancing work commitments with intentional parenting practices can create an environment where students are empowered to persist in their education. (Kendra, 2024).

MATERIALS & METHODS

This study provided a comprehensive overview of the various data-gathering and analysis approaches relevant to our study. This study involved college students of Public Administration at Bukidnon State University-Malitbog Campus for the Academic Year 2024-2025. It covered research design, sampling techniques, instrumentation, and statistical treatments. Additionally, the chapter provided information on the collection implementation, including relevant details about the participants and the subsequent procedures. In this study, the researchers used a quantitative research design. Quantitative research deals with numbers, logic, and an objective stance. Its purpose was conclusive as it sought to quantify the problem and understand its extent, looking for results that could be projected to a larger population (Research Guides: Organizing Your Social Sciences Research Paper: Quantitative Methods, n.d.).

Moreover, it employed a descriptive research method since the study aimed to describe the influence of parental employment on students' persistence at Bukidnon State University-Malitbog Campus in Academic Year 2024-2025. The research was conducted at Bukidnon State University-Malitbog Campus, in Barangay Poblacion. The researchers selected their own institution to minimize logistical challenges, specifically focusing on the Department of Public Administration. The participants selected first-year to third-year students for the Academic Year 2024-2025. There are Eighty-six (86) selected respondents who are involved in this study.

This study will involve college students of the Public Administration of Bukidnon State University-Malitbog Campus, for the Academic year 2024-2025. They are randomly selected from demographic information such as Age, College Level, Family Income, Marital Status, Number of Siblings, Parental Occupation, and sex. This study used an adapted and modified survey questionnaire drawn from various readings and literature. The questionnaire consisted of three parts. Part 1 gathered information about the demographic profile of the respondents. It also included the participants' age, college level, family income, marital status, number of siblings, parental occupation, and sex. Part 2 identified how parental employment influenced student persistence based on the following factors. It included three influences, employment status, job stability, and parental support, and assessed the relationship between the two variables. Part 3 examined the relationship between parental employment and student persistence, including three factors: academic preparedness, student engagement, and student motivation. The researchers chose to use a four-point Likert scale in scoring procedures. This enabled the respondents to express their opinions and attitudes about the study while simultaneously allowing the researchers to obtain specific responses from the respondents and understand their views and perspectives on the current issues of the research study.

RESULTS AND DISCUSSION

1. What is the demographic profile of respondents in terms of?

1.1 Age

1.2 College Level

1.3 Employment Status

1.4 Family Income

1.5 Marital Status

1.6 Number of Siblings

1.7 Parental Occupation

1.8 Sex

Table 1 presents the frequency and percentage distribution of respondents based on their age. The data reveals that the majority of the participants, totaling 57 respondents or 66.3%, are between the ages of 18 to 25 years old. This is followed by 29 respondents, or 33.7%, who fall within the 26 to 35 age bracket. Notably, there were no participants in the 36 to 45 age group, indicating that the sample population is composed entirely of younger to early middle-aged adults. This distribution suggests that the study primarily involved individuals in the early stages of adulthood, possibly reflecting their active involvement in academic, professional, or developmental pursuits. The dominance of the 18–25 age group shows that a significant portion of the respondents are in their late teens or mid-twenties. This trend suggests that the research topic may be particularly relevant or appealing to this demographic. The absence of respondents aged 36 and above could indicate that individuals in older age brackets may have different priorities or less engagement with the subject matter of the study. Overall, the data reflect predominantly youthful early adulthood challenges and opportunities. Profile Age population, with strong representation from individuals who are likely navigating

Table 1.

The Frequency and Percentage Distribution of the Demographic Profiles of the Respondents in Terms of Age

Profile	Characteristics	Frequency	Percentage
Age	18 to 25 years old	57	66.3
	26 to 35 years old	29	33.7
	36 to 45 years old	0	0
	Total	86	100

Table 2

The Frequency and Percentage Distribution of the Demographic Profiles of the Respondents in Terms of College Level

Profile	Characteristics	Frequency	Percentage
College Level	First year	21	24.4
	Second year	11	12.8
	Third year	54	62.8
	Total	86	100

Table 2 presents the frequency and percentage distribution of respondents based on their college level. The data indicates that the majority of the participants, totaling 54 respondents or 62.8%, are in their third year of college. This is followed by 21 first-year students, representing 24.4% of the total, and 11 second-year students, making up 12.8%. The results show that the third-year level holds the highest concentration of respondents, suggesting a strong 38% involvement from students who are nearing the completion of their academic programs. The dominance of third-year students implies that the study likely resonated more with individuals who have gained substantial academic experience and are possibly preparing for graduation or professional advancement. The smaller percentages of first- and second-year students may indicate limited exposure to the study topic or a lower level of academic

engagement at earlier stages. Overall, the data reflect a respondent pool that is largely composed of upper-level college students, highlighting the relevance of the study to those who are more advanced in their academic journey.

Table 3 presents the frequency and percentage distribution of respondents based on their family income. The data shows that a vast majority of the respondents, totaling 77 or 89.5%, come from families with a monthly income of less than ₱9,520.00. This is followed by 8 respondents, or 9.3%, whose family income ranges from ₱9,520.00 to ₱19,040.00. Only 1 respondent, accounting for 1.2%, falls within the ₱19,040.00 to ₱38,080.00 income bracket. Notably, there were no respondents reported in the higher income brackets beyond ₱38,080.00, indicating that the entire respondent pool comes from low-income households. The overwhelming concentration of respondents from the lowest income group suggests that the study primarily engaged individuals from financially disadvantaged backgrounds. This trend may reflect the socio-economic challenges faced by the participants, which could influence their access to resources, opportunities, and overall academic experiences. The absence of representation from middle- to high-income families highlights a significant socio-economic gap and suggests that the findings of the study may be particularly relevant to lower-income populations.

Table 3
The Frequency and Percentage Distribution of the Demographic Profiles of the Respondents in Terms of Family Income

Profile	Characteristic	Frequency	Percentage
Family Income	Less than 9,520.00	77	89.5
	9,520.00 to 19,040.00	8	9.3
	19,040.00 to 38,080.00	1	1.2
	38, 080.00 to 66,640.00	0	0
	66,640.00 to 114,240.00	0	0
	114,240.00 to 190,400.00	0	0
	190,400.00	0	0
	Total	86	100

Legend: 9,520.00 (Poor), 9,520.00-19,040.00 (Low income), 19,040.00-38,080.00 (Lower middle income), 38,080.00-66,640.00 (Middle income), 66,640.00-114,240.00 (Upper middle income), 114,240.00-190,400.00 (Upper income), 190,400.00 (Rich)

Table 4 presents the frequency and percentage distribution of respondents based on their marital status. The data reveals that the vast majority of the participants, totaling 77 respondents or 89.5%, are single. In contrast, only 9 respondents, representing 10.5% of the total, are married. This indicates that most of the individuals involved in the study are unmarried, suggesting a predominantly single population among the respondents. The dominance of single respondents suggests that the study largely attracted individuals who may still be focused on personal development, education, or early career stages. The smaller percentage of married participants could imply that those with family responsibilities may have less availability or interest in participating in such studies. Overall, the data reflect a youthful and independent respondent group, which may influence the perspectives and experiences shared in the research.

Table 4
The Frequency and Percentage Distribution of the Demographic Profiles of the Respondents in Terms of Marital Status

Profile	Characteristics	Frequency	Percentage
Marital Status	Single	77	89.5
	Married	9	10.5
	Total	86	100

Table 5
The Frequency and Percentage Distribution of the Demographic Profiles of the Respondents in Terms of Number of Siblings

Profile	Characteristics	Frequency	Percentage
Number of Siblings	0 to 3	33	38.4
	4 to 6	46	53.5
	7 and above	7	8.1
	Total	86	100

Table 5 presents the frequency and percentage distribution of respondents based on the number of siblings. The data shows that the majority of respondents, totaling 46 or 53.5%, come from families with 4 to 6 siblings. This family. Percentage 89.5 10.5 100 is followed by 33 respondents, or 38.4%, who have 0 to 3 siblings. Meanwhile, 7 respondents, accounting for 8.1% of the total, reported having 7 or more siblings. This distribution indicates that most participants come from moderately large The significant representation of respondents with 4 to 6 siblings suggests a common family size that may influence household dynamics, responsibilities, and resource allocation. The presence of participants from both smaller and larger families provides a diverse perspective on family backgrounds. The data highlights that a considerable portion of the population may be accustomed to sharing resources and responsibilities among several family members, which could have implications for their experiences in education and daily life.

Table 6
The Frequency and Percentage Distribution of the Demographic Profiles of the Respondents in Terms of Parental Occupation

Profile	Characteristics	Frequency	Percentage
Parental Occupation	Carpenter	2	2.3
	Construction Worker	10	11.6
	Driver	4	4.7
	Farmer	50	58.1
	Maid	4	4.7
	Overseas Filipino Worker	2	2.3
	Sales Boy/Lady	11	12.8
	Vendors	3	3.5
	Others	2	2.3
	Total	86	100

Table 6 presents the frequency and percentage distribution of respondents based on their parental occupations. The data indicates that the majority of the respondents, totaling 50 or 58.1%, have parents working as farmers. This is followed by 11 respondents (12.8%) whose parents work as sales boys or sales ladies, and 10 respondents (11.6%) whose parents are construction workers. Smaller portions of the respondents reported parental occupations such as drivers and maids (both with 4 respondents or 4.7%), vendors (3 respondents or (each with 2 respondents or 2.3%). 3.5%), carpenters, overseas Filipino workers (OFWs), and other unspecified jobs. The dominance of farming as a parental occupation suggests that a large portion of the respondents come from rural or agricultural backgrounds. This may imply limited economic opportunities and could influence the financial and educational experiences of the participants. The presence of other blue-collar and service-related occupations, such as construction work, vending, and domestic work, further reflects the socio-economic challenges faced by the respondents' families. Overall, the data highlights a working-class background among the majority of the respondents, with limited representation from more economically stable or white-collar professions.

Table 7 presents the frequency and percentage distribution of respondents based on their sex. The data shows a relatively balanced distribution, with a slight majority of 45 respondents, or 52.3%, identifying as male. Meanwhile, 41 respondents, representing 47.7% of the total population, are female. This close ratio indicates that both male and female perspectives are well-represented in the study. The nearly equal representation of sexes suggests a balanced participation that can provide a diverse range of insights and experiences. The minimal difference between the number of male and female respondents implies that gender is not a significant factor in participation levels for this particular study. Overall, the data reflects a well-rounded sample in terms of sex, contributing to the inclusivity and reliability of the research findings.

Table 7
The Frequency and Percentage Distribution of the Demographic Profiles of the Respondents in Terms of Sex

Profile	Characteristics	Frequency	Percentage
Sex	Male	45	52.3
	Female	41	47.7
	Total	86	100

2. How does Parental Employment influence Student Persistence Based on the following factors?

2.1 Employment Status;

2.2 Job Stability; and

2.3 Parental Support?

Table 8 presents the assessment of students regarding how their parents' employment status influences their academic persistence, with an overall mean of 3.10 and a standard deviation of 0.65. The description "Agree" and interpretation "Good" suggest that respondents generally feel that their parents' employment has a positive influence on their academic perseverance. The results show that parental employment plays a crucial role in motivating students and providing financial support for their educational needs. According to Davis and Wong (2020), the stability provided by parental employment contributes to students' academic success by reducing stress and ensuring essential resources. These findings highlight the significant role parents' jobs play in supporting students throughout their education. The highest-rated indicator is "My parents' employment status motivates me to focus on my studies" (Mean = 3.26, SD = 0.69), suggesting that students are strongly influenced by their parents' work. This finding reflects the positive impact that a stable or successful employment status has on students' academic motivation. According to Patel and Kumar (2021), students are more likely to stay committed to their education when they perceive their parents as role models who are dedicated and hardworking.

The result underscores the motivational value students place on the work ethic and stability demonstrated by their parents, which in turn strengthens their own commitment to academic persistence. On the other hand, the lowest-rated indicator is "My parents' current employment status provides financial stability that supports my educational needs" (Mean = 2.91, SD = 0.64), which suggests that not all respondents feel financially secure despite their parents' employment. This lower rating highlights the financial challenges some students may face, despite their parents' efforts to provide stability. Chen and Lee (2019) emphasize that financial insecurity can cause instability that hinders their educational success, distract students from their studies, causing them to focus on external pressures rather than academic goals. The results indicate that while parental employment generally supports academic persistence, some students still experience financial.

Table 8
The Parental Employment Influenced Student Persistence on Employment Status

Indicators	Mean	SD	Description	Interpretation
My parents' job provides enough income to meet my school expenses and activities.	2.95	0.75	Agree	Good
My parent's current employment status provides financial stability that supports my educational needs.	2.91	0.64	Agree	Good
My parent's employment gives financial instability. which impacts my ability to focus on school.	2.98	0.65	Agree	Good
My parent's employment has a positive impact on my ability to succeed in school.	3.08	0.60	Agree	Good
I feel financially supported by my parents in pursuing my education.	3.16	0.67	Agree	Good
My parent's self-employment encourages me to work harder in my studies.	3.22	0.66	Agree	Good
My parents' employment status motivates me to focus on my studies.	3.26	0.69	Agree	Good
My parents' employment status positively impacts my commitment to school.	3.12	0.60	Agree	Good
My parent's regular employment positively influences my academic persistence.	3.17	0.65	Agree	Good
My parent's seasonal employment impacts my ability to stay motivated in school.	3.14	0.58	Agree	Good
AVERAGE MEAN	3.10	0.65	Agree	Good

Legend: 1.00-1.75 Strongly Disagree (Very Poor), 1.76-2.50 Disagree (Poor), 2.51-3.25 Agree (Good), 3.26-4.00 Strongly Agree (Very Good)

Table 9 presents the assessment of students regarding how their parents' job stability influences their academic persistence, with an overall mean of 3.06 and a standard deviation of 0.67. The description "Agree" and interpretation "Good" suggest that respondents generally recognize the positive impact of their parents' job security on their ability to stay focused on their studies. This highlights the importance of financial stability and job security in motivating students to continue their education without external distractions. According to Johnson and Smith (2020), job stability not only provides financial security but also contributes to a stable environment for students to thrive academically. The findings reinforce that job security among parents plays a vital role in shaping students' academic success.

Table 9
The Parental Employment Influenced Student Persistence on Job Stability

Indicators	Mean	SD	Description	Interpretation
My parents have job security in terms of financial capacity.	2.88	0.74	Agree	Good
My parent's job can sustain my studies.	2.88	0.68	Agree	Good
I believe my parents' job stability positively influences my academic motivation.	3.06	0.66	Agree	Good
I am confident that my parents will maintain stable throughout my education.	2.95	0.70	Agree	Good
I feel that my parents' job situation motivates me to work harder in school to ensure a secure future.	3.19	0.64	Agree	Good
My parents job motivates me to strive more for my studies.	3.21	0.65	Agree	Good
I believe my parents stable job positively impacts my ability to focus on my studies.	3.16	0.67	Agree	Good
I am concerned that changes in my parents' job could interrupt my education.	3.02	0.65	Agree	Good
I feel that my parents' job provides a sense of security that encourage me to persist in my studies.	3.10	0.65	Agree	Good
I feel that my parents' jobs allow me to be actively involved in my academic life.	3.12	0.62	Agree	Good
AVERAGE MEAN	3.06	0.67	Agree	Good

Legend: 1.00-1.75 Strongly Disagree (Very Poor), 1.76-2.50 Disagree (Poor), 2.51-3.25 Agree (Good), 3.26-4.00 Strongly Agree (Very Good)

The highest-rated indicator is "My parents' job motivates me to strive more for my studies" (Mean = 3.21, SD = 0.65), suggesting that students draw significant motivation from their parents' stable employment. This aligns with the research by Carter and Mendez (2021), who found that students whose parents maintain stable jobs are more likely to be academically driven and focused on their educational goals. The role of parents as motivators is crucial, and behaviors. With their job stability, creating a sense of security that encourages students to push themselves harder in their studies, reinforcing the positive impact of a reliable income source on academic outcomes. Such a perception

highlights the broader influence of familial support in shaping students' educational attitudes and behaviors.

The lowest-rated indicator is "My parents have job security in terms of financial capacity" (Mean = 2.88, SD = 0.74), which suggests that while students generally recognize the benefits of job security, there may still be concerns regarding the financial capacity of their parents' jobs. This result reflects the findings of Nguyen and Lee (2020), who indicated that even with job stability, financial insecurity can persist in certain sectors or circumstances, leading to concerns among students about the long-term sustainability of their education. While job security is acknowledged, the slightly lower mean suggests that some students may still feel uncertain about the financial support provided by their parents' employment, especially in more volatile job markets.

Table 10
The Parental Employment Influenced Student Persistence on Parental Support

Indicators	Mean	SD	Description	Interpretation
My parents encourage open communication.	3.31	0.66	Strongly Agree	Very Good
My parents are actively engaged in my school activities.	3.17	0.67	Agree	Good
My parents always attend school events and meeting.	3.06	0.74	Agree	Good
My parents consistently provide us direction and guidance.	3.22	0.71	Agree	Good
My parents motivate me to complete my school activities.	3.23	0.68	Agree	Good
My parents offer their support when I encounter difficulties in my studies.	3.16	0.68	Agree	Good
My parents understand the challenges and pressures of my studies.	3.15	0.64	Agree	Good
My parents provide me with the resources I need for my education.	3.21	0.67	Agree	Good
My parents' work sometimes creates financial strain which impacts my studies.	3.15	0.66	Agree	Good
My parents encourage me to seek help when I need it in school.	3.22	0.73	Agree	Good
AVERAGE MEAN	3.19	0.68	Agree	Good

Legend: 1.00-1.75 Strongly Disagree (Very Poor), 1.76-2.50 Disagree (Poor), 2.51-3.25 Agree (Good), 3.26-4.00 Strongly Agree (Very Good)

Table 10 presents the assessment of students regarding how their parents' support influences their academic persistence, with an overall mean of 3.19 and a standard deviation of 0.68. The description "Agree" and interpretation "Good" suggest that respondents generally feel supported by their parents, with a positive impact on their academic journey. Parental involvement, encouragement, and understanding are key factors that contribute to students' academic persistence, as suggested by Davis and Wong (2020). The results indicate that students who perceive strong parental support are more likely to persist in their studies, reinforcing the importance of an engaged and supportive family environment for academic success. The highest-rated indicator is "My parents encourage open communication" (Mean = 3.31, SD = 0.66), suggesting that students value the open lines of communication they share with their parents. This finding underscores the importance of transparent and supportive relationships between parents and students.

According to Patel and Kumar (2021), open communication fosters trust and understanding, which are crucial for students' emotional and academic well-being. Students who feel that they can communicate freely with their parents are more likely to seek guidance when needed and remain motivated in their studies. This result highlights the positive effect of a strong communication dynamic within the family. Moreover, the lowest-rated indicator is "My parents' work sometimes creates financial strain which impacts my studies" (Mean = 3.15, SD = 0.66), which suggests that, while parental support is generally positive, some students may experience challenges due to financial pressures related to their parents' jobs. This result reflects the findings of Chen and Lee (2019), who highlighted that financial stress can affect students' focus and motivation. While parental support is present, the financial strain from work can sometimes create barriers that impact students' academic performance. This suggests the need for more balanced financial management to ensure that students are not distracted by external pressures.

3. Is there is significant relationship between Parental Employment and Student Persistence in terms of:

3.1 Academic Preparedness

3.2 Student Engagement

3.3 Student Motivation

Table 11 presents the test of the significant relationship between parental employment and student persistence in terms of academic preparedness, student engagement, and student motivation. The results show that there is no significant relationship between parental employment and academic preparedness (r -value = .001, p -value = .571), indicating that the null hypothesis cannot be rejected. This suggests that parental employment does not significantly influence students' readiness for academic challenges. According to Chen and Lee (2019), while parental involvement can affect various aspects of student life, academic preparedness may depend more on individual study habits and school resources rather than parental employment status. These findings imply that students' preparedness for academic tasks is likely influenced by other factors, such as personal discipline and academic support structures, rather than parental work situations. In contrast, the results reveal a significant relationship between parental employment and both student engagement (r -value = .162, p -value = .000) and student motivation (r -value = .000, p -value = .000), both with p -values less than the standard significance level of 0.05, leading to the rejection of the null hypothesis. These findings suggest that parental employment has a meaningful impact on student engagement and motivation. Research by Davis and Wong (2020) supports this, noting that parental employment can influence how students perceive their educational journey, with the stability or stress of parental jobs affecting how

engaged and motivated students feel. This result highlights that students whose parents are employed may be more motivated to perform well academically and more engaged in their studies, potentially due to financial stability or role models in the workforce. Furthermore, the rejection of the null hypothesis for student engagement and motivation underscores the importance of external factors, such as parental employment, in shaping students' attitudes toward school. According to Patel and Kumar (2021), students who feel that their parents' work contributes to family stability tend to exhibit greater motivation and involvement in their studies. This suggests that parental employment may serve as an indirect motivator, as students may strive to perform well academically to secure a better future for themselves and their families. Future research could explore the specific aspects of parental employment, such as job type and working hours, to further understand how these factors uniquely influence student engagement and motivation.

Table 11

The Test of Significant Relationship between Parental Employment and Student Persistence in terms of Academic Preparedness, Student Engagement, and Student Motivation

	Student Persistence		
	R-value	p-value	Decision on Ho
Academic Preparedness	.001	.000	Rejected
Student Engagement	.571	.000	Rejected
Student Motivation	.162	.000	Rejected

Significant if P-value < 0.05

Legend: Ho is rejected if Significant

Ho is accepted if Not Significant

CONCLUSION

The study highlights the significant influence of parental employment on student persistence at Bukidnon State University-Malitbog Campus during the academic year 2024-2025. The findings demonstrate that parental employment, in terms of job stability, employment status, and parental support, plays a crucial role in shaping students' academic preparedness, engagement, and motivation. Students with employed parents, especially those with stable jobs, tend to experience fewer financial worries, allowing them to focus more on their studies and remain committed to their academic goals. This connection underscores the importance of a stable home environment and financial support in fostering academic persistence.

Moreover, the study reveals that students whose parents are employed are more likely to engage in school activities, show motivation towards their studies, and feel academically prepared. The emotional and financial support provided by employed parents enables students to concentrate better on their academic endeavors and feel less stressed about their educational expenses. This relationship between parental employment and student persistence emphasizes the positive impact that parental involvement and stability can have on a student's overall academic experience, contributing to their long-term success.

In conclusion, the study suggests that Bukidnon State University-Malitbog Campus can enhance student persistence by fostering stronger connections between the university, students, and their

families. Implementing programs that encourage parental involvement, providing financial support where necessary, and addressing the challenges faced by students from families with unstable employment can help improve overall academic outcomes. By supporting students in navigating the financial and emotional aspects of their education, the university can ensure that students are equipped to persist and succeed throughout their academic journey.

Recommendations

Based on the summary and conclusion, these are the recommendations:

- **For Employees:** It is recommended that employees, especially those in academic and student support roles, consider offering flexible schedules and work-study opportunities to enhance student engagement and academic persistence.
- **For Future Researchers:** Future researchers are encouraged to explore further the role of job instability and its long-term effects on student engagement and success, as well as the potential of online or hybrid learning environments in supporting students from underemployed families.
- **For Parents/Guardians:** Parents and guardians should provide consistent emotional support and encourage open communication with their children about their academic progress, particularly during challenging times, to enhance their child's motivation and persistence.
- **For Peers:** Peers should foster a supportive environment where they can share resources, study tips, and encouragement, especially for those from families facing economic hardship, to help promote a sense of community and collective success.
- **For Relatives:** Relatives should provide both financial and emotional support to students who may be struggling with the pressures of academic life, helping to alleviate the burdens associated with tuition and educational expenses.
- **For Residents:** Residents of the local community are encouraged to engage with students by providing job opportunities and offering mentorship to help them balance academic commitments with part-time work.
- **For The Sangguniang Kabataan Federation:** The Sangguniang Kabataan Federation should establish programs and initiatives that address the educational needs of students from low-income families, including scholarships and employment opportunities that promote academic persistence.
- **For School Administrators:** School administrators are encouraged to implement targeted financial aid programs and student mentorship initiatives that specifically support students from low-income backgrounds, ensuring they have the necessary resources to persist in their studies.
- **For Students:** Students should actively seek out available resources, including academic counseling, peer support groups, and financial aid programs, to help overcome any challenges related to their academic persistence.
- **For Teachers:** Teachers should be proactive in identifying students who may need additional support, offering guidance, and referring them to appropriate resources that can help mitigate the challenges of academic persistence.

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