

Parental Educational Involvement and Basic Psychological Need Satisfaction: A Study of the College of Teacher Education

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ABSTRACT: This study aimed to determine the relationship between parental educational involvement and basic psychological need satisfaction among the College of Education students at Jose Rizal Memorial State University, Siocon Campus during the school year 2024-2025. It employed a descriptive correlational research method. There were the two hundred five (205) respondents involved. Weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools. The respondents rated emotional parental involvement in education as "very high" on average. The level of parents educational involvement was high. The level of basic psychological needs satisfaction was described as satisfied in rating. The study further revealed that there was a significant relationship between the parental educational involvement and basic psychological.

Keywords: *parental educational involvement, basic psychological need satisfaction, Jose Rizal Memorial State University, Zamboanga del Norte*

I. Introduction

Parental involvement in their children's education is critical to the child's overall development and potential. It is a crucial aspect for student educational success (Arbuliente, 2024). Parents participate in their children's growth, giving them authority over their child's needs. It can be characterized as mental participation in which parents contribute to their children. Parental involvement in children's education is a sort of activity in which they interact with instructors both at home and at school to improve the growth and education of children in school for the benefit of both the child and the school program (Irawan et al., 2023). Parents play an instrumental part in providing their children with early life experiences and information, both at home and at school.

Parents have a significant role in their children's education, and their enthusiasm and support can increase their interest in school.

Parents have a crucial role in pushing their students to actively apply their learning in their social contexts. A supportive home environment has a positive effect on students' learning outcomes. Parental engagement is extremely important in students' academic motivation, and numerous aspects of parental involvement must be investigated in connection to their influence on student motivation (Kurt & Taş, 2018). Parents have a vital role to play in their student's daily lives as well as their need satisfaction in their education. Despite its obvious connotation, there has yet to be agreement on how to define this construct (Xiong et al., 2021). The majority of parents want their students to live prosperous lives. Since education offers the important

skills for future employment, it is frequently viewed as a crucial means of achieving that goal (Davey & Harney, 2023).

Research shows that strong mother-child bonds can mitigate the negative psychological effects of father-child separation or poor father involvement. This suggests that attachment with the mother compensates for emotional deprivation from the father. Adolescents in this study maintained better levels of psychological well-being when their mother-child bond was strong, even when the father was absent or emotionally unavailable (Peng et al., 2024). There is a strong correlation between parental participation and pupils' satisfaction of their core psychological needs (autonomy, competence, and relatedness). This indicates that parents communicate with their student about academic and social school activities and participate in school meetings, students may feel more connected to the school (Kurt & Taş, 2018). Parental involvement correlates with students' need for autonomy, competence, and relatedness. Academic stress is also affected by parental participation. Parental involvement is linked to external pressure, while behavioral participation significantly impacts pupils' self-efficacy (Quinto, 2024).

Interestingly, research on the impact of parental involvement on students' basic psychological needs satisfaction in the Philippine environment is still lacking. The previous research studies not examine the effects of socio-demographic profile on parental involvement and basic psychological need satisfaction (Quinto, 2024). This study fills a gap in the researcher's knowledge by examining the effect of socio-demographic profile on parental involvement and basic psychological needs in the Philippines and the differences in demographic profiles. The results are intended to shed light on how parents and schools can help all students to better their academics, especially those facing financial and emotional challenges.

II. Literature

Parental involvement

Parental involvement means that parents pay more attention to their children's academic performance and monitor their children's study behavior, which makes the children spend more time and energy on their academic performance, thus promoting their academic performance (Harwood et al., 2019). Parental involvement is defined as parents' expectations of their children's education and academic growth, as well as numerous parental behaviors that encourage children's academic accomplishment and psychological development (Peng et al., 2024). Parental involvement in education can be regarded as a resource. One researcher demonstrated that the family can be regarded as a resource to support individual development (Muller, 2018). Parents with a high level of involvement communicate with their children in daily life frequently, which helps them to identify problems in their children's study and life in time in order to provide timely intervention and help. In addition, they provide materials and learning activities related to the development of children's academic performance and manage children's learning and non-learning behaviors, thereby contributing to children's academic progress (Benner et al., 2016). Parental involvement refers to the amount of participation a parent has when it comes to the schooling of his/her children. Some schools foster healthy parental involvement, but sometimes parents have hesitations if they will involve themselves with their children's education (Bartolome et al., 2017).

Emotional Involvement

Emotional involvement involves the parent's care and emotional support regarding their child's schooling (Wang et al., 2023). Parents, teachers and school should be working hand in hand in preparing children spiritually, socially, emotionally, physically and intellectually (Bartolome et al., 2017). Parental involvement (PI) is important for young children's motivation and academic performance. Parental involvement is associated to academic results for children, including school readiness, reading competence, numeracy, and language skills. Their guidance, support, and understanding form the bedrock upon which teenagers can build their emotional resilience and well-being. When parents engage in their teenager's emotional health, they provide a vital safety net that can help navigate the complexities of adolescence. This engagement involves

understanding their world, acknowledging their struggles, and reassuring them that they are not alone in their journey. Parental support can empower children teen to face challenges, make informed decisions, and cultivate a healthy emotional life (Claney, 2023).

Cognitive Involvement

Cognitive involvement includes providing resources, such as books or internet access, to facilitate learning (Wang et al., 2023). Children whose fathers are satisfied with their parenting and economically supportive of their families have better language competences and cognitive skills, proving the unique fathers' contributions (Rollè et al., 2019). The association between father involvement and children's cognitive skills during early and middle childhood, to widen our knowledge about the definition and measurement of father involvement, the pathways of its influence on children's cognitive skills development, and the differences from/similarities to mother involvement (Kim & Hill, 2015).

Behavioral Involvement

Behavioral involvement refers to active participation in a child's school life, such as assisting with school-related challenges (Wang, et al., 2023). Parents who engage in behavioral involvement help their children's learning in a variety of ways, including as assisting with homework, attending school events, participating in school decision-making, and maintaining open lines of contact with teachers (Cusinato, et al., 2020). Attending parent-teacher conferences, school plays, and other school events is another great opportunity for parents to show their support for their child's education (Casillas et al., 2020). Parents can express their support for the school and their child's education by attending these events, and they can also learn more about their child's academic progress and any challenges that may emerge (Duxbury et al., 2021).

Basic Psychological Need Satisfaction

The idea of basic psychological needs Individual function in life is significantly predicted by personal satisfaction. Furthermore, basic psychological demand satisfaction is directly related to the Self-Determination Theory (SDT). Individuals' levels of life satisfaction are directly and positively influenced by their basic psychological needs being met (Silman, 2014). The Self-Determination Theory emphasizes the impact of social contexts on children motivation, behavior, and well-being, emphasizing on fundamental components of personality development, self-regulation, and basic psychological needs. (Schutte et al., 2018). Basic psychological need satisfaction is the essential nutrient for motivation in human beings (Tiwari & Garg, 2019).

The open and receptive awareness that characterized mindful and performance appear to promote more autonomous motivation and fulfillment of basic psychological needs for autonomy (i.e., volition, choice), competence (i.e., self-efficacy), and relatedness (i.e., interpersonal relation), which ultimately enhance wellness (Schultz & Ryan, 2014). Fulfilling children basic psychological needs in the workplace resulted in higher levels of pleasure, and an individual may feel less predetermined or compelled by inner and outward factors. Few research looks at both basic psychological need satisfaction and autonomous motivation. As predicted by SDT, pupils who had a stronger need for satisfaction in their work demonstrated more independent motivation and effort expenditures (De Cooman et al., 2013).

Autonomy Need

Autonomy refers to one perceiving control in exerting choice and acting in ways consistent with one's sense of self (Felber Charbonneau & Camiré, 2019). Autonomy as operating with a sense of volition, support, and decision. When people have this type of intrinsic motivation, they behave based on their approbation, volition, or free will. However, the social environment must support independence by not punishing or praising. External influences such as enforcing deadlines can stifle autonomy growth by limiting, regulating, and lowering intrinsic motivation. Nishimura and Suzuki (2016) define autonomy satisfaction as the feeling of being the perceived origin or source of one's behaviour, as well as the experience of full self-determination when

committing to an activity. The urge for autonomy represents people's intrinsic longing for purposeful trying to perform, experience free will of choice, and have psychological freedom when carrying out an activity (Tiwari & Garg, 2019).

The need for autonomy refers to a need for acting independently, having the full willingness, and experiencing a choice when acting (Van den Broeck et al., 2016). Liebenberg et al. (2022) regard the need for autonomy as essential for individuals' wellbeing, and previous research shows patient outcomes improve with high nurse autonomy. However, Parents' autonomy refers to their ability to apply their children's knowledge within a context where their roles, behaviors', and duties are clearly defined (Rao et al., 2017)

Competence Need

Competence refers to one's need for mastery through effective interactions with individuals in the environment (Felber Charbonneau & Camiré, 2019).

Competency satisfaction involves feeling effective in one's ongoing interactions with the social environment and being capable of expressing one's capacities and achieving positive outcomes (Nishimura & Suzuki, 2016). Competence is also known as mastery which is defined as having knowledge or skills in a particular subject or accomplishment. Humans need to learn and grow both personally and professionally. The need for competence is defined as an individual's inherent desire to feel effective in interacting with the environment (Tiwari & Garg, 2019). Competency need refers to the experience of mastery and effectiveness when engaging in tasks. The need for competence is fulfilled when people can perform tasks confidently and develop new skills to enable mastery in the future (Coxen et al., 2021). Competence alludes to feeling effective and a master of one activity, profession, or career within a context. A person who feels competent is considered effective in social contexts and expresses his/her ideas and talents

(Hoxha & Çetin, 2020).

Relatedness Need

Relatedness refers to creating positive relationships as well as feeling securely attached and respected by significant others (Felber Charbonneau & Camiré, 2019). Relatedness satisfaction refers to the experience of intimacy and genuine connection with children (Nishimura & Suzuki, 2016). Humans want for connection with other people, to be related to other people, to have personal relationships, and to be cared for and cherished. Relatedness refers to social and external esteem requirements, such as relationships or involvement with friends, family, and classmates. Everyone has a social need to connect with as many people as possible (Abun & Magalanez, 2018). School-relatedness fosters relationships by linking people based on commonalities in how they socialize, think, and conduct. Relatedness refers to feeling a sense of belonging among parents and developing meaningful and fulfilling relationships. Parents' attachment to their children can influence their motivation and desire to do a good job, as well as retention rates (Crace, 2020).

The relatedness need refers to a parent's need to have warm, meaningful, and close relationships with significant children. When individuals create a deep relationship with others, they satisfy their need for relatedness (Coxen et al., 2021). Relatedness is almost synonymously linked to the feeling of belonging and being signed to the other person, approval, and acceptance within the relationship dynamics (Hoxha & Çetin, 2020). The need for relatedness is defined as the individuals' inherent propensity to feel connected to others, that is, to be a member of a group, to love and care and be loved and cared for (Tiwari & Garg, 2019).

Conceptual Framework

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

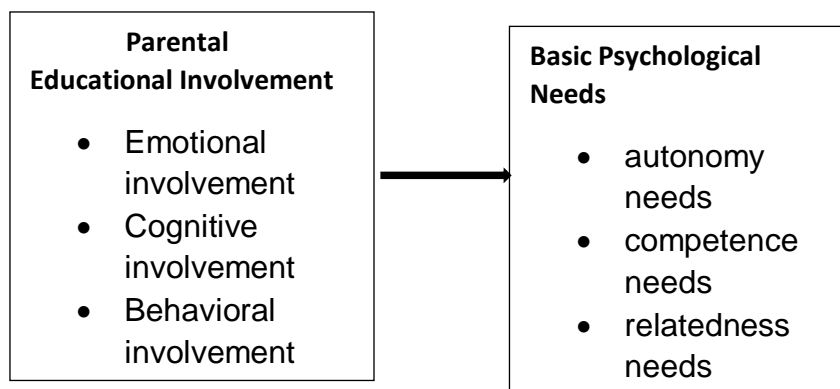


Figure 1. Conceptual Framework of the Study

The conceptual framework includes the parental educational involvement which consists of three (3) indicators with twelve (12) items namely: emotional involvement, cognitive involvement and behavioral involvement. And the psychological needs satisfaction which consists of three (3) indicators with sixteen (16) items namely: autonomy need, competence need and relatedness need. Figure 3 shows the conceptual framework of the study.

Statement of the Problem

This study aimed to determine the relationship between parental educational involvement and basic psychological needs satisfaction among the College of Teacher Education students at Jose Rizal Memorial State University- Siocon Campus during the school year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of parental educational involvement in terms of:
 - 2.1 emotional involvement;
 - 2.2 cognitive involvement; and
 - 2.3 behavioral involvement?
2. What is the respondents' perceived level of basic psychological need satisfaction in terms of:
 - 3.1 autonomy need;
 - 3.2 competence need; and
 - 3.3 relatedness need?
4. Is there a significant relationship between the respondents' parental educational involvement and basic psychological needs satisfaction?

Hypothesis

1. There is no significant relationship between the respondents' perceived parental educational involvement and basic psychological needs satisfaction.

III. Research Methodology

Method Used

The study utilized survey and descriptive-correlational research methods. The researcher utilized the survey method to collect data on parental educational involvement and basic psychological need satisfaction through a questionnaire. A survey is a research methodology defined by Check & Schutt (2012) cited by Bongcawil and Naparota (2025) as the gathering of information from a sample of individuals via their responses to questions. Bhandari (2023) define correlational research as "the systematic investigation of relationships among two or more variables, without any experimental manipulation of those variables." Correlational study is a non-experimental approach in which a researcher quantifies variables and assesses the statistical relationship between parental involvement and basic psychological need satisfaction free from the influence of extraneous variables.

Research Environment

The study was conducted in Jose Rizal Memorial State University-Siocon Campus, Zamboanga del Norte, Philippines during during the school year 2024-2025.

Respondents of the Study

The study's respondents were two hundred five (205) students in the College of Education during the school year 2024-2025. To obtain the exact sample size, the researcher employed complete numeration.

Research Instrument

The study utilized a two-part questionnaire. The Parental Involvement Scale (PIS): Adopted from Quinto, E. (2024), with twelve (12) items broken down into 3 indicators: emotional involvement, cognitive involvement and behavioral involvement. Basic Psychological Need Satisfaction Scale (BPNSS): also adopted from Quinto, E. (2024), with sixteen (16) items broken down into 3 indicators: Autonomy Need, Competence Need and Relatedness Need.

Data Gathering Procedure

The adviser duly signed a letter and sent it to the Dean's office at the Graduate School of Andres Bonifacio College, Inc. in Dipolog City, requesting approval to field the study's instrument. Next, they sent the researcher's letter and the dean's endorsement letter to the Office of the University President in the Jose Rizal Memorial State University. They then forwarded the endorsement letter to the Research and Ethics Committee, requesting ethics clearance to field out the study's instrument. Lastly, the ethics clearance was sent to the Associate Dean of the College of Education, requesting their permission to administer the instrument.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the parental involvement and basic psychological need satisfaction.

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the employees scores where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio et al., 2019).

Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between parental involvement and basic psychological need satisfaction. The following guide in interpreting the correlation value suggested by Cohen et al. (2014) was utilized in this study:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.0	No correlation	

The data gathered in this study were tallied, treated, and analyzed using Microsoft Excel Data Analysis ToolPak IVM statistical. As a result, displaying of the statistical formulas is unnecessary. All statistical tests were performed at 0.05 level of significance.

IV. Results

Parents' Educational Involvement

Table 1

Respondents' perceived level of parents' educational involvement in terms of emotional

Descriptors	AWV	SD	Description	Interpretation
1. My parent care about my health and well-being and see to it that I am healthy when going to school	4.78	0.513	Strongly Agree	Very High
2. My parent often asked me about my school activities and if I can handle them	4.16	0.825	Strongly Agree	Very High
3. My parent sees to it that I have enough allowance for my food	4.26	0.828	Strongly Agree	Very High
4. My parent often allows me to watch TV for some time for relaxation	3.97	1.052	Strongly Agree	Very High
Mean & SD	4.29	0.522	Strongly Agree	Very High

AWV-Average Weighted Value, SD-Standard Deviation

The respondents' emotional assessment of parents' involvement in their children's education is shown in Table 1. Four statements are used to characterize emotional parental involvement. According to the table, the respondents thought each metric was "very high." The respondents rated emotional parental participation in education "very high" on average. It proves that parents offer support, encouragement, and constructive criticism. These parents understood the importance of emotional support for a student's well-being and academic achievement. The current research confirms the findings of Falade et al. (2025), which showed that parental

involvement in children's education benefits parents, kids, and schools, with higher levels of involvement typically correlated with better results.

Table 2

Respondents' perceived level of parents' educational involvement in terms of cognitive

Descriptors	AWV	SD	Description	Interpretation
1. My parent buys books that I need to enhance my knowledge	3.39	1.081	Somewhat Agree	Average
2. My parent provides internet access for learning materials	3.99	1.022	Agree	High
3. My parent often asks me about the difficulty in class and if they can help	3.72	1.074	Agree	High
4. My parent provides other reading materials at home for me to read	3.37	1.102	Somewhat Agree	Average
Mean & SD	3.61	0.793	Agree	High

AWV-Average Weighted Value, SD-Standard Deviation

Table 2 displays the respondents' evaluation of cognitive parents' involvement in their kids' schooling. Cognitive parental participation is described using four statements. The table shows that respondents gave two assertions an "average" rating. The statements "My parent buys books that I need to enhance my knowledge" and "My parent provides other reading materials at home for me to read" indicate that respondents disagreed. The fact that Jose Rizal Memorial State University has a library to support and meet the educational needs of its students suggests that college students rarely use hard copies of instructional materials.

Nonetheless, the respondents acknowledged that their parents gave them access to the Internet for educational resources and inquired about their challenges in class and the support they might provide. It might indicate that students at the College of Teacher Education at Jose Rizal Memorial State University realized how important the Internet was to education because it allowed for personalized learning, collaboration, and access to knowledge and learning materials. It gives students various educational resources, such as pictures, videos, and interactive activities.

The respondents generally rated their parents' cognitive support of their kids as "high." It indicates that parents actively participate in activities that foster a child's mental and intellectual growth. They may have established an engaging home learning environment by offering educational tools and fostering curiosity through interactive activities.

The study's findings support the idea that parents provide their schoolchildren with a high level of cognitive assistance (Bunijevac, 2017). Likewise, the results of the current study corroborate those of Kantova (2024), who found that parents had a very high level of cognitive participation.

Table 3

Respondents' perceived level of parents' educational involvement in terms of behavioral

Descriptors	AWV	SD	Description	Interpretation
1. My parents sometimes visit the class adviser to check on my academic development.	2.61	1.126	Somewhat Agree	Average

2. My parent comes to school to pay the tuition fee	2.27	1.462	Disagree	Low
3. My parent often participates in parent-teachers association meeting.	3.45	1.348	Agree	High
4. My parent gets involved in the projects initiated by the parent association.	3.15	1.240	Somewhat Agree	Average
Mean & SD	2.87	1.009	Somewhat Agree	Average

AWV-Average Weighted Value, SD-Standard Deviation

Table 3 presents the respondents' assessment regarding behavioral parents' involvement in their children's educational pursuits. Parental involvement in behavioral aspects is articulated through four distinct statements. The table indicates respondents assigned a "low" rating to the statement, "My parent comes to school to pay the tuition fee." The reason is that Jose Rizal Memorial State University operates as a government-funded institution, providing free higher education to all its students. Parents are not obligated to attend or remit matriculation fees, as the university offers complimentary tertiary education.

The table further illustrates that the respondents disagreed regarding their parents' occasional visits to the class adviser to monitor their academic progress and their involvement in projects initiated by the parent association. It aligns with a prevalent understanding that in higher education, parental associations are often unstructured, and the practice of faculty visiting to assess the academic progress of students is infrequently observed. University students possess the requisite maturity to navigate the trajectory of their education. Nonetheless, there are occasions when parents are summoned to participate in consultation meetings focused on enhancing the curriculum, organizing field trips, facilitating immersion experiences, and coordinating on-the-job training. These discussions often revolve around financial considerations necessary for the successful implementation of activities aimed at fostering the growth and development of students. The rationale behind respondents' elevated perception of the statement, "My parent often participates in parent-teacher association meetings," is noteworthy.

The respondents, on average, assessed their perceptions regarding parental educational involvement in behavioral terms as "average." This may suggest that students exhibit a measured acceptance of their parent's involvement in their lives, particularly concerning their conduct at home and in educational settings, to foster their social-emotional growth and academic achievement. This suggests that parents establish expectations, reinforce constructive behaviors, and address problematic behaviors frequently in partnership with educators.

The current study's findings support those of Ogg and Anthony (2019), demonstrating that behavioral parental involvement is significantly evident among parents of tertiary students in private higher education institutions.

Table 4

Summary of the respondents' perceived level of parents' educational involvement

Indicators	Mean	SD	Description	Interpretation
Emotional Involvement	4.29	0.522	Strongly Agree	Very High
Cognitive Involvement	3.61	0.793	Agree	High
Behavioral Involvement	2.87	1.009	Somewhat Agree	Average

Mean & SD	3.59	0.625	Agree	High
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AWV-Average Weighted Value, SD-Standard Deviation

Table 4 presents a synthesis of the respondents' perceptions regarding the extent of parental involvement in educational activities. The table indicates that respondents regarded the parents' educational involvement as highly significant. This illustrates that the engagement of parents in their children's academic, social, and emotional growth—encompassing the establishment of expectations, support with homework, and attendance at school events—is clearly observable. This suggests that students perceive the engagement of parents in education as a crucial element in fostering favorable academic results and overall student achievement.

The current study's findings align with those of Quinto (2024), who observed that overall parental involvement in education was categorized as "high." This means that while parental educational involvement may not reach exceedingly high levels, it certainly does not fall into the low or moderate categories, thereby placing it within a high range.

Table 5

Respondents' perceived level of basic psychological needs satisfaction in terms of autonomy

Descriptors	AWV	SD	Description	Interpretation
1. I feel like I can decide how I am going to study	4.35	0.680	Strongly Agree	Very Satisfied
2. I am free to express my ideas and opinions on the things I want to do	4.40	0.698	Strongly Agree	Very Satisfied
3. I am not dictated by my parent to study at home	3.97	1.038	Agree	Satisfied
4. I feel like I can pretty much be myself at home	4.21	0.925	Strongly Agree	Very Satisfied
5. There is much opportunity for me to decide for myself how to go about my study	4.36	0.832	Strongly Agree	Very Satisfied
Mean & SD	4.26	0.574	Strongly Agree	Very Satisfied

AWV-Average Weighted Value, SD-Standard Deviation

Table 5 displays the respondents' perceived degree in meeting their basic psychological needs along with autonomy. Five statements characterize autonomy, and proponents expressed "very satisfied" with their independence in meeting their core psychological requirements. It demonstrates the desire of Jose Rizal Memorial State University's College of Education students to feel that their activities have volition and choice. A sense of integrity and the integration of thoughts, feelings, and acts may result from their perceived freedom and ownership over their actions.

The current findings are consistent with the basic psychological needs theory (Orkibi & Ronen, 2017), which asserts that motivation, optimal growth, efficient functioning, and good health depend on the requirements for autonomy. From a broad (rather than domain-specific) standpoint, the need for autonomy is the desire to regard one's actions as voluntary and self-accepted, as opposed to being forced or coerced by forces that are thought to be outside of oneself.

Table 6

Respondents' perceived level of basic psychological needs satisfaction in terms of competence

Descriptors	AWV	SD	Description	Interpretation
1. I feel confident that I can pass the examination	3.70	0.838	Agree	Satisfied
2. My parent often tells me I am good at what I do	4.07	0.872	Agree	Satisfied
3. I am interested in learning new things in my study	4.60	0.639	Strongly Agree	Very Satisfied
4. Most days, I feel a sense of accomplishment for my study	4.04	0.800	Strongly Agree	Very Satisfied
5. In class, I have the opportunity to demonstrate my capabilities.	3.88	0.840	Strongly Agree	Very Satisfied
Mean & SD	4.26	0.574	Agree	Satisfied

AWV-Average Weighted Value, SD-Standard Deviation

The respondents' estimated perceived level in attending to their basic psychological needs along with competence is shown in Table 6. Five claims characterize competence, and proponents said they were "satisfied" with their competence in fulfilling their fundamental psychological needs. It demonstrates how Jose Rizal Memorial State University's Siocon Campus College of Education students feel competent and productive in their actions and can feel mastery over a task or area. Students believe meeting this demand is essential to their psychological development and wellbeing. They might feel competent, self-assured, and responsible for their skills and behavior.

This result is consistent with Leow et al. (2023) study, which found that respondents' perceptions of their level of competence and satisfaction with their basic educational demands were "high." The study's findings also demonstrated that students can thrive in a supportive learning environment and develop eudemonic wellbeing when they feel competent academically.

Table 7

Respondents' perceived level of basic psychological needs satisfaction in terms of relatedness

Descriptors	AWV	SD	Description	Interpretation
1. I like my parent, and I get along with my parent	4.62	0.735	Strongly Agree	Very Satisfied
2. I consider the people I work with to be my friends	4.48	0.731	Strongly Agree	Very Satisfied
3. People at home and school care about me	4.18	0.862	Agree	Satisfied
4. There are many people at the school that I am close to	4.07	0.910	Agree	Satisfied
5. My classmates seem to like me very much	3.76	0.878	Agree	Satisfied

6. My classmates and my teachers are pretty friendly toward me.	4.14	0.819	Agree	Satisfied
Mean & SD	4.21	0.597	Strongly Agree	Very Satisfied

AWV-Average Weighted Value, SD-Standard Deviation

Table 7 shows the respondents' estimated perceived level in addressing their basic psychological needs regarding relatedness. Six claims define relatedness, and students expressed high satisfaction regarding their relatedness in meeting their essential psychological needs. It illustrates the importance that students at Jose Rizal Memorial State University's Siocon Campus College of Teacher Education place on social connection and a sense of belonging. It may indicate that these students experience feelings of love, care, connection with others, and a sense of belonging to a group or community. It may imply that students viewed the need as essential for well-being, closely associated with intrinsic motivation, social engagement, and a sense of belonging.

This finding aligns with the study conducted by Leow et al. (2023), which indicated that students felt satisfied with their school connectedness in relation to their basic psychological needs. The findings of this study emphasize that when students experience a sense of belonging within their school, they thrive in a supportive learning atmosphere and foster a sense of self-worth.

Table 8

Summary of the respondents' perceived level of basic psychological needs satisfaction

Indicators	Mean	SD	Description	Interpretation
Autonomy	4.26	0.574	Strongly Agree	Very Satisfied
Competence Need	4.06	0.561	Agree	Satisfied
Relatedness Need	4.21	0.597	Strongly Agree	Very Satisfied
Overall Mean & SD	4.18	0.474	Agree	Satisfied

AWV-Average Weighted Value, SD-Standard Deviation

A synthesis of the respondents' perceptions regarding the extent of respondents' perceptions on fulfilling basic psychological requirements is presented in Table 8. It can be seen from the table that respondents were "very satisfied" with their requirements for autonomy and relatedness, while they were "satisfied" with their needs for competence. Respondents, on the other hand, reported feeling "satisfied" with regard to their fundamental psychological requirements. One interpretation of this statement may imply that fulfilling fundamental psychological needs, including relatedness, autonomy, and competence, is essential for the student's motivation and overall well-being. According to the Self-Determination Theory, they can consider these demands to be universal necessities for psychological well-being rather than individual requirements. According to Ryan and Deci (2017), fulfilling the psychological demands for autonomy, competence, and relatedness are three of the most important nutrients for growth.

The current study's findings support the findings of Leow et al. (2023), which found that students experience a high level of pleasure regarding autonomy, competence, and relatedness. Additionally, they discovered that the functions of fundamental psychological needs appeared to be significant determinants in predicting well-being among college students. Students can grow in a good learning environment and cultivate psychological well-being when they feel independent, have a sense of school connectedness, and have an understanding of scholastic competence, as the findings of this study further revealed.

V. Discussions and Recommendations

The primary objective of this study is to determine the relationship between parental educational involvement and basic psychological need satisfaction among the College of Education students at Jose Rizal Memorial State University, Siocon Campus during the school year 2024-2025. It indicates that respondents regarded the parents' educational involvement as highly significant. It implies that the engagement of parents in their children's academic, social, and emotional growth—encompassing the establishment of expectations, support with homework, and attendance at school events—is clearly observable. Furthermore, meeting basic psychological requirements like as relatedness, autonomy, and competence is critical for students' motivation and overall well-being. It may view those demands to be universal need for psychological well-being rather than individual needs. Moreover, there was a significant relationship between the satisfaction of basic psychological needs, such as autonomy, competence, and relatedness, and the perceived level of parental educational involvement, such as emotional, cognitive, and behavioural, among student respondents from Jose Rizal Memorial State University's College of Teacher Education on the Siocon Campus. It appears that kids who assessed their parents' participation in their education as "very high" also rated their satisfaction with basic psychological criteria as "very high." Based on the findings, the author recommends that the schools maximize parental involvement in education, parents would actively participate in school events and have open lines of communication with instructors.

VI. Conclusions

The study's findings indicate that parental engagement in children's academic, social, and emotional development—through establishing expectations, assistance with homework, and participation in school events—is evident. Parental involvement in education, including emotional, cognitive, and behavioral aspects, is essential for promoting positive academic outcomes and enhancing overall student achievement. On the other hand, fulfilling basic psychological needs, such as relatedness, autonomy, and competence, is crucial for student motivation and overall well-being. Self-Determination Theory posits that students may perceive these demands as universal necessities for psychological well-being, rather than individual requirements. Meeting the psychological needs for autonomy, competence, and relatedness constitutes essential factors for growth. Moreover, parental participation significantly enhanced students' feelings of capability, independence, and connection, which are necessary for motivation and satisfying psychological needs.

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