

Investigating the Link Between Personal Hygiene Practices and Parental Motivation to Self-Confidence Among Senior High School Students

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ABSTRACT

This study examined the relationship between personal hygiene practices and parental motivation and self-confidence among senior high school students. Specifically, it aimed to determine the levels of personal hygiene practices, parental motivation, and students' self-confidence. A quantitative correlational research design was employed, involving 142 senior high school students of Lorenzo S. Sarmiento Sr. National High School. Data were gathered using a structured questionnaire and analyzed using the weighted average and Pearson's r . The findings revealed that both personal hygiene practices and parental motivation are significantly related to students' self-confidence. Moreover, the combined influence of personal hygiene practices and parental motivation was found to be statistically significant, leading to rejection of the null hypothesis.

Keywords: Personal Hygiene Practices, Parental Motivation, Self-Confidence, Senior High School Students, Caregiving Students.

INTRODUCTION

Rationale

Self-confidence helps students adjust to rapid changes in school, such as new technology, cultural differences, and increased competition. In Senior High School students, self-confidence and hygiene routines such as bathing, grooming, and oral hygiene are pertinent not only for children's physical health but also for self-confidence and academic behavior (Gracia-Villodres et al., 2023). In Spain, health-related lifestyle habits (including self-confidence) were directly and positively associated with young learners' self-esteem and academic achievement. Likewise, a study conducted in Bangladesh found that students who practiced with confidence performed better in public speaking. In Canada, Germany, and Sweden, researchers from the American Academy of Arts & Sciences (2023) shared that students with low self-confidence, especially immigrant students, often feel left out, lose interest in school, and are more likely to drop out. These findings mean that teachers and schools should help students build self-confidence so they can stay motivated, do well in school, and be ready to face the challenges of a globalized world. (Begum et al., 2021).

However, even with these positive findings, self-confidence remains a growing concern for many Senior High School students. Learners who have poor hygiene often face social embarrassment, low self-esteem, and anxiety. These issues can lower their motivation to attend school regularly, complete tasks, or participate in goal-setting and academic activities (Moyano et al., 2020). In Malaysia, Rahim and Kamaluddin (2023) highlighted how physical appearance affects adolescents' self-worth. They found that students with higher self-esteem, often influenced by self-care practices, were more likely to participate in school activities. These findings show the connection among personal hygiene, parental motivation, and self-confidence.

In the Philippines, little research has examined how personal hygiene affects self-confidence and academic success, even though it is important to the public school system. Many Senior High School students, especially

in low-income or rural areas, struggle to access basic hygiene supplies like clean water, soap, sanitary facilities, and personal hygiene products. The Department of Education (DepEd) reports that some public schools still lack fully functional restrooms or handwashing stations. This situation leads to poor hygiene practices among students (DepEd, 2022). In parts of Metro Manila, such as Quezon City and Caloocan, teachers have reported that students experiencing poverty often come to school without having bathed or brushed their teeth due to limited access to clean water and hygiene supplies (Limpin, 2022). In the Visayas, particularly in provinces such as Northern Samar, Negros Occidental, and Leyte, many Senior High School students face hygiene-related challenges that directly affect their classroom behavior and self-perception. In upland barangays and coastal areas, students often travel long distances, sometimes over muddy or flooded terrain, without access to bathrooms, clean water, or soap at home. This leads many to attend school without bathing or wearing clean uniforms, making them feel self-conscious and socially excluded (Northern Samar Division Office, 2023). These repeated experiences of embarrassment and social withdrawal gradually undermine students' self-confidence, making them hesitant to speak in class, take leadership roles, or interact with peers (Limpin, 2022).

Furthermore, in urban poor areas such as Tondo (Manila), Payatas (Quezon City), and Navotas, overcrowded living conditions and limited access to running water prevent many students from bathing daily or from changing into clean uniforms. These hygiene-related issues are linked to bullying, embarrassment, and social withdrawal, which lower a student's willingness to participate in class and reduce overall academic interest (Limpin, 2022). Some students even skip school entirely when they feel unclean or ashamed of how they look or smell, further eroding their motivation and engagement (DepEd, 2022). In rural and remote areas such as Mountain Province, Eastern Samar, and Sarangani, poor water systems and the lack of basic sanitation facilities in homes and schools mean students often cannot maintain regular hygiene routines the result is frequent absenteeism, especially among girls during menstruation, and a gradual decline in students' confidence and willingness to lead or collaborate in academic settings according from UNICEF Philippines, (2021). These realities point to a deeper issue: the inability to consistently practice personal hygiene remains a critical barrier that affects students' school participation, parental motivation, and self-confidence (UNICEF Philippines, 2021).

In addition, a significant concern has been identified regarding the quality of despite this awareness, little is known locally about how these hygiene practices influence parental motivation behaviors, particularly their motivation to attend school, participate in class, and maintain a positive self-image this concern is echoed in another Region XI study, which found that poor personal grooming contributed to students' reluctance to interact with peers and teachers, resulting in diminished confidence and classroom silence (De la Peña et al., 2022). In the Davao Region, many Senior High School students continue to struggle with limited access to clean water, soap, and functional hygiene facilities, especially in rural public schools (Sarmiento & Lariosa, 2023). This lack of access often results in poor hygiene practices, leading to social discomfort and lower self-esteem among students (De la Peña et al., 2022). A study conducted in Davao del Norte found that students with poor personal hygiene were more likely to avoid participation in class activities and group discussions (Sarmiento & Lariosa, 2023). Additionally, observed that students who practiced proper grooming and hygiene reported higher academic motivation and greater confidence in school settings (De la Peña et al., 2022).

At Lorenzo S. Sarmiento Sr. National High School in Davao del Norte, it was observed that while students are generally aware of proper hygiene practices, many struggle to apply them consistently due to financial difficulties and inadequate school facilities. Although the primary focus was on how hygiene affects physical health, the findings also highlighted its broader impact on students' overall well-being and participation in school activities. This situation affects not only their physical health but also their psychological well-being. Poor hygiene can lead to feelings of embarrassment and social withdrawal, which may lower students' self-confidence and reduce their willingness to participate actively in class. As a result, their academic motivation may decline, making it harder for them to engage, perform, and succeed in school.

Despite numerous studies linking hygiene to physical health and school sanitation, no research in Mawab, Davao de Oro, has specifically examined how personal hygiene practices and parental motivation affect self-confidence among Senior High School students. This gap leaves unaddressed how poor hygiene, often due to poverty or lack of access to basic resources, can quietly impact students' self-esteem, participation, and engagement in class. Understanding this connection is socially relevant, as it can guide schools in creating more inclusive programs that support both hygiene and student well-being. With many learners silently struggling with embarrassment or

low self-worth, there is an urgent need to investigate this issue to prevent its long-term effects on academic performance. This study is timely and essential for providing local data that can help educators and policymakers design practical, learner-centered interventions aligned with holistic educational goals.

Research Objectives

This study aims to measure the levels of personal hygiene practices, parental motivation, and self-confidence among Senior High School students. It seeks to determine whether personal hygiene practices significantly affect parental motivation and self-confidence. Additionally, the study examined the relationships between personal hygiene practices, parental motivation, and self-confidence using statistical analysis.

To measure students' oral hygiene behaviors, such as tooth brushing frequency, flossing, and dental visits.

- a. Frequency of bathing/showering; and
- b. oral hygiene Routine; and
- c. hand hygiene; and
- d. ear hygiene.

To measure students' level of parental motivation and self-esteem related to oral health and appearance, often using scales such as the Rosenberg Self-Esteem Scale.

- a. Academic Performance; and
- b. extra-curricular Activities; and
- c. peer-Relationship.

To assess the quality, frequency, and comfort of social interactions with peers, influenced by oral hygiene habits and self-confidence.

1. Low self-confidence; and
2. high self-confidence.

To measure students' belief in their ability to successfully engage in oral care behaviors such as regular brushing and dental visits.

To assess the emotional and social effects due to oral health status, such as embarrassment, anxiety, or social withdrawal, impacting peer relationships.

To examine the relationship between personal hygiene practices and parental motivation.

To examine the relationship between personal hygiene practices and self-confidence.

Research Hypothesis

The following hypotheses were tested at the 0.05 significance level.

1. There is no significant positive correlation between the level of personal hygiene practices, handwashing frequency, bathing, cleanliness, and the students' interest motivation scores among Senior High School students in Mawab District.
2. There is no significant difference in self-confidence levels between Senior High School students in Mawab District with higher personal hygiene scores and those with lower hygiene scores, with higher hygiene scores associated with higher self-confidence.
3. There is no mediating effect of health-related absenteeism on the relationship between personal hygiene practices and parental motivation, such that better hygiene was associated with reduced absenteeism, which in turn increased parental motivation among Senior High School students in Mawab District.
4. There is no significant positive impact of personal hygiene knowledge and attitudes on parental motivation and self-confidence among Senior High School students in Mawab District.

REVIEW OF RELATED LITERATURE

This section of the study reviewed articles and findings on school educators' teaching competence, adversity quotient, and students' learning engagement. The various variables and indicators used in the study are presented in this section.

Personal Hygiene Practices

This study examines personal hygiene practices, including regular routines such as bathing, toothbrushing, handwashing, and ear cleaning, to maintain health and cleanliness (Gupta & Arora, 2021). These practices are essential in preventing common infections and promoting students' physical and mental well-being (Santos et al., 2022). Poor hygiene among adolescents has been associated with low self-esteem and negative peer interactions in school settings (Lopez et al., 2020). Limited access to water, soap, and hygiene facilities contributes significantly to poor hygiene habits in underserved areas (Tan & Villanueva, 2023). Schools that implement structured hygiene education programs show improvements in students' personal cleanliness and awareness (Abdullah & Perez, 2024).

Additionally, students who consistently follow hygiene routines, such as daily bathing, report increased confidence and better school engagement (Nguyen & Dela Cruz, 2023). Infrequent bathing is linked to dermatological issues and increased absenteeism in rural schools (Reyes & Santos, 2020). Similarly, poor oral hygiene can lead to dental problems and make students hesitant to speak or smile in class (Lim & Rivera, 2023). Proper hand and nail hygiene are also crucial in reducing the transmission of communicable diseases among students (Fernandez & Cruz, 2020). Hygiene behaviors are influenced by educational interventions, parental modeling, and peer practices within school communities (Mendoza & Kimura, 2024).

Moreover, personal hygiene plays a crucial role in shaping students' social identity and acceptance within peer groups. Adolescents who maintain good hygiene are more likely to feel a sense of belonging and experience fewer incidents of bullying or social exclusion (Garcia & Morales, 2022). Hygiene-related neglect, on the other hand, can lead to embarrassment, social anxiety, and reduced participation in group activities (Yap & Domingo, 2023). Positive reinforcement from teachers and peers regarding cleanliness habits has been found to boost students' motivation to maintain personal hygiene (Bautista & Reyes, 2024). When students are confident in their cleanliness, they often exhibit improved self-image and willingness to engage in collaborative classroom settings (Lozano & Felix, 2021). Thus, promoting hygiene is not only a matter of physical health but also a key factor in students' emotional and social development.

Frequency of Bathing. There are essential personal hygiene habits that help remove dirt, sweat, and bacteria from the skin (Martinez et al., 2021). These practices play a key role in preventing skin infections and promoting overall cleanliness among adolescents (Reyes & Santos, 2020). Students who bathe daily are more likely to report higher levels of self-confidence and comfort in social settings (Nguyen & Dela Cruz, 2023). Inadequate bathing frequency can lead to body odor and discomfort, which may cause embarrassment and social isolation in school environments (Gupta & Arora, 2021). Regular bathing is therefore not only a physical necessity but also an important factor in maintaining psychological well-being (Santos et al., 2022).

According to Tan & Villanueva (2023), several factors influence how often students bathe, including weather conditions, cultural norms, and family routines. In tropical countries like the Philippines, daily bathing is commonly practiced due to high temperatures and humidity (Bautista & Chen, 2022). However, access to clean water and proper facilities can be limited in some rural or low-income communities (Ibrahim et al., 2024). Students who face such challenges are often unable to maintain regular hygiene, which affects both their health and their participation in school (Lopez et al., 2020). Studies have shown that students with poor bathing routines experience higher rates of absenteeism and bullying (Abdullah & Perez, 2024).

Frequent bathing also supports adolescents' emotional and mental health by promoting a sense of personal pride and care (Lim & Rivera, 2023). When students feel clean and fresh, they are more likely to engage confidently in classroom activities and social interactions (Domingo & Tanaka, 2024). Establishing a regular bathing routine can teach teenagers responsibility and time management (Torres & Manalo, 2020). Peer influence and family guidance both play important roles in reinforcing daily hygiene practices (Javier & Gomez, 2022). Therefore,

frequent bathing serves not only as a hygiene habit but also as a contributor to students' holistic development (Okabe et al., 2021).

Schools and health educators play a critical role in encouraging frequent bathing through hygiene awareness campaigns (Lee & Ramos, 2023). Institutions that provide clean restrooms and hygiene supplies report better hygiene habits among students (Santiago et al., 2022). Some programs even partner with communities to build washing facilities in areas with limited resources (Alcantara & Yoon, 2021). These collaborative efforts can lead to long-term improvements in hygiene behaviors and student health (Mendoza & Kimura, 2024). Promoting daily bathing fosters dignity, confidence, and readiness to learn among adolescent learners (Fernandez & Cruz, 2020).

Oral Hygiene Routine. Another challenge faced by male tour guides in Sto. Tomas is maintaining gender sensitivity, which requires them to uphold the privacy, rights, and comfort of every tourist regardless of gender identity. Tour guides interact with diverse groups of hikers, each bringing different backgrounds, preferences, and social expectations. This makes it essential for guides to exercise fairness, respect, and awareness in all interactions. One participant emphasized that their approach to guests, whether male, female, or bisexual, is grounded in equality and cooperation. He explained that tourists generally follow safety guidelines, and guides, in turn, ensure that everyone receives the same level of respect and support. It is vital to personal hygiene to maintain healthy teeth and gums through regular brushing, flossing, and dental checkups (Javier & Gomez, 2022). Poor oral hygiene can result in cavities, gum disease, and chronic bad breath, especially among adolescents (Lim & Rivera, 2023). Students with unhealthy oral habits often experience discomfort that affects their concentration and performance in school (Torres & Manalo, 2020). Research indicates that students who brush at least twice a day are less likely to develop dental issues and more likely to feel confident in class (Domingo & Tanaka, 2024). Therefore, maintaining an oral hygiene routine has both physical and psychological benefits for school-aged individuals (Santos & Villanueva, 2022).

Access to oral care products such as toothbrushes, toothpaste, and clean water significantly influences students' ability to practice proper oral hygiene (Nguyen & Dela Cruz, 2023). In many low-income households, oral hygiene is not prioritized due to financial constraints and limited awareness (Lopez & Santos, 2020). A study in Philippine public schools found that more than 30% of students do not brush their teeth at night due to limited resources or fatigue (Reyes & Martinez, 2021). Parental guidance and school-based dental programs play a crucial role in promoting consistent oral care among teenagers (Bautista & Chen, 2022). When schools provide free oral hygiene kits and education, students' brushing frequency increases significantly (Lee & Ramos, 2023).

Students who maintain a consistent oral hygiene routine tend to show higher self-esteem and better social interactions (Gupta & Arora, 2021). Clean and healthy teeth contribute to a positive self-image, especially during adolescence, a stage marked by heightened social awareness (Lim & Rivera, 2023). On the other hand, poor oral hygiene often leads to embarrassment and social withdrawal due to bad breath or visible dental issues (Okabe et al., 2021). Emotional discomfort related to oral health can also affect students' willingness to participate in class discussions and group work (Domingo & Tanaka, 2024). Thus, oral hygiene influences not only health but also learners' emotional and academic engagement (Santos & Villanueva, 2022).

Oral hygiene education should be reinforced both at home and in school to create lasting habits among students (Javier & Gomez, 2022). Campaigns such as "Brush Day and Night" have shown positive outcomes in increasing students' oral care awareness (Mendoza & Kimura, 2024). Teachers and school nurses play a key role in modeling and reminding students of proper brushing techniques and routines (Lee & Ramos, 2023). Collaborative efforts from families, schools, and local health units can bridge gaps in oral health practices, especially in underserved areas (Alcantara & Yoon, 2021). Promoting daily oral hygiene fosters not only good dental health but also school readiness and self-confidence among youth (Nguyen & Dela Cruz, 2023).

Hand Hygiene. It is a fundamental component of personal hygiene that helps prevent the transmission of harmful microorganisms (Fernandez & Cruz, 2020). Regular handwashing with soap significantly reduces the risk of infections such as diarrhea, respiratory illnesses, and skin diseases (Santiago & Manalo, 2022). Keeping nails clean and trimmed helps eliminate germs that may accumulate under long or dirty fingernails (Alcantara & Yoon, 2021). Many studies have shown that students who follow proper hand and nail hygiene habits have

better attendance and fewer sick days (Nguyen & dela Cruz, 2023). Thus, hand and nail hygiene is not only essential for personal health but also critical for maintaining a healthy school environment (Mendoza & Kimura, 2024). A major factor influencing students' hygiene habits is the availability of clean water and soap in school facilities (Lee & Ramos, 2023). Schools that lack functioning handwashing stations often have lower hand hygiene rates among learners (Ibrahim & Santos, 2024). Nail hygiene is also affected by cultural practices and levels of personal grooming awareness (Gupta & Arora, 2021). In areas with limited access to hygiene resources, students often neglect nail care, which can lead to health issues such as parasitic infections (Reyes & Martinez, 2021). Ensuring access to hygiene supplies and infrastructure is a key step in improving student hygiene behavior (Tan & Villanueva, 2023).

Proper hand hygiene has been strongly linked to disease prevention in schools, especially during health crises like the COVID-19 pandemic (Lim & Rivera, 2023). Teachers who emphasize the importance of handwashing after using the toilet and before meals help establish positive hygiene routines among students (Domingo & Tanaka, 2024). Nail hygiene, while often overlooked, is equally important in reducing bacterial transmission from hand to mouth (Lopez & Santos, 2020). Schools that provide hygiene education with visual aids, posters, and regular demonstrations see greater student compliance (Javier & Gomez, 2022). Reinforcing hygiene behavior in schools builds a strong foundation for lifelong cleanliness and health (Tan & Villanueva, 2023).

Parental involvement also plays a significant role in shaping children's hand and nail hygiene routines (Torres & Manalo, 2020). When parents model good hygiene habits at home, students are more likely to adopt those behaviors at school (Bautista & Chen, 2022). Peer influence also contributes, as adolescents tend to copy the hygiene behaviors of their friends and classmates (Okabe et al., 2021). Programs that combine family education, community involvement, and school-based hygiene efforts have been the most effective in improving hand and nail care (Mendoza & Kimura, 2024). By promoting hand and nail hygiene, educators and families can help students feel cleaner, healthier, and more confident in social and academic settings (Nguyen & Dela Cruz, 2023).

Ear Hygiene. It is essential for maintaining ear health and preventing infections, but it requires care and the right practices. Regular use of cotton buds or earbuds for ear cleaning can do more harm than good, often causing wax compaction, ear blockage, and infections such as otitis externa (Otunga, 2024). The ear has a natural self-cleaning mechanism: wax migrates out of the ear canal on its own, helping trap dirt and protect the ear from infection. Therefore, manual cleanings inside the ear canal are generally unnecessary and risky. Healthcare professionals recommend avoiding inserting objects into the ear canal, as this can push wax deeper into the ear canal and potentially damage the eardrum (Otunga, 2024). Instead, safer alternatives such as ear drops to soften wax and professional cleaning when needed are advised to maintain good ear hygiene.

Proper ear care also involves protecting the ears from environmental and behavioral risks that can impair hearing. The World Health Organization (2023) stresses that exposure to loud noises is a major cause of hearing loss and recommends using hearing protection in noisy environments. Many hearing impairments can be prevented by avoiding prolonged exposure to loud sounds and regular hearing checks to detect problems early. Furthermore, proper ear hygiene includes avoiding harsh or harmful practices that may irritate or injure the ear canals, thereby reducing the risk of infections and hearing damage. Maintaining ear health through clean but gentle hygiene practices and noise protection supports better communication and cognitive health throughout life (WHO, 2023).

Medical experts also highlight common misconceptions about earwax and stress that earwax is not dirt but serves a protective function in the ear. Dr. Jacob B. Hunter and Dr. Shawn C. Jones (2023) emphasizes that earwax lubricates and protects the skin of the ear canal and prevents fungal and bacterial infections. The frequent use of cotton swabs can remove this protective wax, causing injuries, increasing the risk of infection, and leading to complications (Hunter & Jones, 2023). Instead, patients should clean only the outer ear with a washcloth and consult healthcare providers if symptoms such as pain, hearing loss, or chronic itching arise. These experts advocate for preventive care, proper hygiene without invasive tools, and timely medical consultations to ensure long-term ear health (Hunter & Jones, 2023).

Parental Motivation

This study plays a significant role in enhancing students' academic performance by providing support and encouragement (Brillante et al., 2024). When parents show high motivation towards their children's education,

students tend to perform better academically (Wong, 2024). This motivation often manifests as congratulating children for achievements and feeling happy when they receive rewards, which positively influences student behavior (Brillante et al., 2024). Parental involvement through motivation creates an environment where students feel supported to engage fully in their academic tasks (Musengamana, 2023). Therefore, parental motivation is a vital predictor of student achievement (Yang et al., 2023).

The relationship between parental motivation and student achievement is consistently positive across different educational levels and contexts (Suharto & Wulandari, 2024). Motivated parents who set high expectations and provide necessary resources contribute to greater student confidence and motivation. Studies have also shown that parental encouragement increases persistence and effort towards school tasks (Wang & Wei, 2024). The emotional and informational support from parents mediates the connection between teacher support and student motivation, highlighting the multifaceted nature of parental motivation (Pacaña, 2024). This complex interplay underscores parental motivation's essential role in fostering academic success (Brillante et al., 2024).

Additionally, parental motivation also influences students' socio-emotional development and engagement in school (Sethi & Scales, 2024). A secure and supportive relationship with parents enhances students' inclination to participate positively in school activities. Parental motivation fosters emotional security, which in turn leads to increased academic engagement and higher levels of achievement (Roy & Banerjee, 2024). Research emphasizes that this motivation helps students develop self-regulation skills necessary for academic success (Brillante et al., 2024). Hence, motivated parenting is crucial for holistic student development (Sethi & Scales, 2024).

Furthermore, parental motivation is linked to improved student behavior and goal-setting abilities (Brillante et al., 2024). Parents who demonstrate motivation towards their children's education encourage autonomy and responsibility in academics (Suharto & Wulandari, 2024). These parents provide constructive feedback, which enhances students' learning motivation and academic outcomes (Wong, 2024). Several studies have indicated that parental involvement with strong motivational components leads to better school attendance and reduced dropout rates (Musengamana, 2023). In conclusion, parental motivation is a foundational element for sustained academic achievement (Yang et al., 2023).

Academic Performance. It is a significant factor influencing students' parental motivation across various educational settings (Brillante et al., 2024). When parents actively encourage and support their children's studies, students tend to show higher levels of engagement and achievement (Suharto & Wulandari, 2024). Motivated parents help create a positive learning environment by setting expectations and providing resources that are essential for academic success (Yang et al., 2023). Studies also reveal that parental motivation fosters student self-confidence and persistence, which are critical for overcoming educational challenges (Musengamana, 2023). Consequently, parental motivation is closely associated with improved academic outcomes among students (Roy & Banerjee, 2024).

In addition, academic performance in parental motivation also encourages children to develop positive attitudes toward learning and school participation (Sethi & Scales, 2024). When children perceive their parents as supportive and motivated, they experience greater socio-emotional security that translates into better academic engagement (Roy & Banerjee, 2024). This perception of parental motivation empowers students to take responsibility for their learning and remain focused on their education (Wang & Wei, 2024). Studies further confirm that parental motivation enhances students' self-regulation skills, enabling sustained academic efforts (Musengamana, 2023). Thus, parental motivation is key to fostering both academic growth and emotional well-being in students (Pacaña, 2024).

Several studies reinforce the importance of parental motivation in developing student autonomy and accountability (Suharto & Wulandari, 2024). Motivated parents provide guidance and constructive feedback, which encourages children to take ownership of their academic progress (Wong, 2024). This involvement positively affects not only students' academic results but also their motivation to succeed independently (Yang et al., 2023). Research also shows that parental motivation reduces absenteeism and dropout rates by maintaining students' interest in education (Musengamana, 2023). Hence, parental motivation serves as a foundation for long-term academic achievement (Brillante et al., 2024).

Moreover, the relationship between parental motivation and academic performance is well-documented and multifaceted (Roy & Banerjee, 2024). Motivated parents contribute to a supportive home environment that promotes learning and achievement (Sethi & Scales, 2024). Students with motivated parents tend to exhibit higher self-efficacy, improved study habits, and greater academic success (Pacaña, 2024). The synergy between parental motivation and student effort ultimately drives improved educational outcomes (Wong, 2024). Overall, parental motivation remains a critical component of students' academic development and success (Suharto & Wulandari, 2024).

Extra-Curricular Activities. It is a participation has been positively associated with academic performance, particularly when supported by motivated parents (Ferris et al., 2024). Parental motivation encourages students to balance academic commitments with sports, arts, or other activities, which enhances their school engagement and social skills (Cladellas et al., 2024). Research indicates that students involved in a mix of academic and sports-related extra-curricular activities often achieve better academic outcomes than those focusing solely on academics (Valencia-Peris et al., 2024). Motivated parents tend to support diverse activities, recognizing the benefits of holistic development for their children (Moriana et al., 2024). Therefore, parental motivation acts as a significant driver for extra-curricular participation that positively impacts academic achievement (Cladellas et al., 2024).

Parental motivation also influences the type and intensity of extra-curricular activities students engage in, thereby affecting academic success (Covay & Carbonaro, 2024). Families with higher motivation levels typically encourage children to participate in activities that foster cognitive, social, and emotional development (Moriana et al., 2024). However, studies caution that excessive time devoted to extra-curricular activities without proper parental guidance can lead to fatigue and reduced academic performance (Carmona et al., 2024). Thus, motivated parents are critical in helping children find a balanced approach to extra-curricular involvement and academic responsibilities (Valencia-Peris et al., 2024). This balance is essential to maximizing the positive effects of extra-curricular activities on academic performance (Ferris et al., 2024).

Additionally, several studies have demonstrated that parental involvement and motivation mediate the relationship between extra-curricular participation and academic outcomes (Cladellas et al., 2024). Motivated parents provide encouragement, resources, and supervision that enhance the quality and consistency of involvement in extra-curricular activities (Ferris et al., 2024). This support enables students to develop time management and self-discipline skills, which correlate strongly with higher academic achievement (Moriana et al., 2024). Furthermore, parental motivation fosters a sense of accountability and goal orientation in students participating in extra-curricular activities (Carmona et al., 2024). Therefore, the combination of parental motivation and extra-curricular involvement significantly predicts better academic results (Covay & Carbonaro, 2024).

Moreover, parental motivation also positively affects students' social-emotional development through extra-curricular activities, which in turn supports academic performance (Valencia-Peris et al., 2024). Students encouraged by motivated parents tend to develop better peer relationships, resilience, and self-confidence via participation in sports, arts, or clubs (Cladellas et al., 2024). These socio-emotional benefits improve school attendance, classroom behavior, and academic engagement (Moriana et al., 2024). Motivated parents often attend or show interest in their children's extra-curricular pursuits, which reinforces motivation and achievement (Ferris et al., 2024). Ultimately, parental motivation contributes holistically to a student's academic and personal growth (Carmona et al., 2024).

Ultimately, parental motivation is essential in facilitating meaningful participation in extra-curricular activities that enhance academic performance (Moriana et al., 2024). It helps ensure that children not only participate but also benefit from a well-rounded education that includes physical, artistic, and academic dimensions (Valencia-Peris et al., 2024). Parents' motivation to involve children in structured, balanced activities supports both cognitive development and emotional well-being (Covay & Carbonaro, 2024). Educational institutions and policymakers are encouraged to engage parents to foster motivation that supports these beneficial activities (Ferris et al., 2024). Therefore, parental motivation is a key factor in leveraging extra-curricular activities for academic success (Cladellas et al., 2024).

Peer Relationships. It refers to a significant role in shaping parental motivation, as parents often consider their children's social environments when making decisions about upbringing and support (Johnson & Lee, 2021). Studies indicate that parents are motivated to foster positive peer interactions to enhance their children's social skills and emotional well-being (Martinez & Thompson, 2022). This motivation is also driven by a desire to prevent negative peer influences, which parents perceive as a risk to their child's development (Wang et al., 2023). Furthermore, parental encouragement of peer relationships is linked to greater involvement in children's extracurricular activities, which in turn benefits academic and social outcomes (Garcia & Patel, 2024). Consequently, peer relationships serve not only as motivators but also as guides for parents in raising well-adjusted children (Nguyen & Smith, 2025).

The influence indirectly affects parental motivation by shaping parents' perceptions of their child's needs and challenges in social contexts (Chen & Rivera, 2020). Parents often adjust their motivational strategies based on the quality and nature of their child's peer interactions, aiming to support positive peer bonding (Kim & Jones, 2021). These dynamic highlights the reciprocal relationship between parent motivation and peer environments, where each continuously informs the other (Hernandez & Cooper, 2023). Importantly, when peers exhibit prosocial behavior, parents feel more motivated to encourage similar conduct at home (Lopez & Evans, 2024). This link reinforces the critical role of peer groups in parents' ongoing motivational practices (Davis & Clark, 2025).

Parental motivation influenced by peer relationships also extends to monitoring and supervision, where parents become more vigilant in protecting their children from harmful peer pressure (Singh & Roberts, 2020). Research suggests that motivated parents implement more proactive communication strategies to discuss peer dynamics and foster resilience in their children (Taylor & Morgan, 2022). This form of motivation is especially pronounced in families where peer risks, such as bullying or substance use, are prevalent (Ahmed & White, 2023). Parental efforts to understand peer contexts are thus critical in tailoring motivational techniques to safeguard children's well-being (Williams & Zhou, 2024). Overall, this vigilance highlights how peer-related concerns heighten parental engagement and motivation levels (King & Brown, 2025).

Furthermore, the cultural context shapes how peer relationships impact parental motivation, with parents in collectivist societies placing greater emphasis on communal peer acceptance (Liu & Park, 2020). Such motivation encourages parents to align their child-rearing practices with culturally valued peer norms and expectations (Rahman & Silva, 2021). This cultural sensitivity in parental motivation fosters stronger family-peer connections, beneficial to the child's identity formation (Ng & Franklin, 2023). Studies show that parents motivated by cultural peer values often engage in community activities that reinforce positive peer-group affiliations (Alvarez & Chen, 2024). Hence, culture acts as a significant moderator in the interaction between peer relationships and parental motivation (Smith & Gupta, 2025).

Moreover, peer relationships are a pivotal factor influencing parental motivation by shaping parents' perceptions, monitoring behaviors, and cultural expectations (Anderson & Martinez, 2020). Parents' awareness of their children's peer interactions shapes their motivational approaches toward fostering social competence and protecting against risks (Johnson & Kim, 2022). The reciprocal nature of this relationship underscores the dynamic interplay between peer influences and parental efforts (Clark & Lopez, 2023). Additionally, cultural factors provide important context for understanding variations in how peer relationships motivate parents (Evans & Wang, 2024). Therefore, recognizing the integral role of peer relationships can enhance strategies to support parental motivation and child development alike (Nguyen & Taylor, 2025).

Self-Confidence

This study refers to a student's belief in their own abilities, which directly influences their participation and performance in school (Gupta & Arora, 2021). Confident students are more likely to speak in class, take academic risks, and assume leadership roles (Nguyen & dela Cruz, 2023). Research shows that self-confidence is strongly linked to improved academic achievement and emotional well-being (Domingo & Tanaka, 2024). Factors such as positive teacher feedback, peer support, and successful experiences help build student confidence (Lim & Rivera, 2023). In contrast, students with low self-confidence often experience anxiety, social withdrawal, and reluctance to engage in classroom tasks (Reyes & Santiago, 2020).

Personal appearance, hygiene, and social acceptance significantly influence adolescents' self-confidence levels (Santos & Villanueva, 2022). Students who feel clean and well-groomed tend to interact more freely and assertively with peers and teachers (Lopez & Santos, 2020). Programs that promote hygiene, goal-setting, and communication skills have been shown to enhance self-confidence in school-aged learners (Mendoza & Kimura, 2024). A supportive school environment, where students feel safe and valued, further boosts confidence and classroom participation (Lee & Ramos, 2023). Therefore, building self-confidence in students requires addressing both internal beliefs and external factors that shape their self-image (Bautista & Chen, 2022).

Developing self-confidence in students is a gradual process shaped by consistent reinforcement and positive daily routines (Ramirez & Alonzo, 2023). Engaging in simple acts such as maintaining good hygiene, dressing appropriately, and practicing good posture can significantly boost a student's sense of self-worth. When students feel good about how they present themselves, they are more likely to participate actively and form meaningful social connections (Silva & Cruz, 2021). Furthermore, peer mentoring programs and self-reflection activities have been found effective in helping learners recognize their strengths and build resilience (Torre & Villamor, 2024). Encouraging self-confidence through habit formation, social support, and personal reflection lays the foundation for both academic and personal success.

Low Self-Confidence. It refers to a state in which an individual doubts their abilities and feels inadequate or inferior to others. According to Medical News Today (2024), people with low self-confidence often experience negative self-talk, feelings of self-doubt. They may avoid taking credit for their achievements or blame themselves excessively for failures. This lack of confidence can affect various aspects of life including social interactions, work, and personal relationships. It often develops from childhood experiences such as a lack of affection, excessive criticism, or trauma, which can damage one's sense of self-worth. Various external factors like social media, bullying, and body image concerns also contribute significantly to low self-confidence.

Additionally, the consequences of low self-confidence extend to mental health issues such as anxiety and depression. A 2022 study found a strong correlation between low self-esteem and depression, especially among students, with those having low self-confidence showing significantly higher depressive symptoms (41%) compared to others (Alqudah et al., 2022). Females were reported to be more vulnerable to these effects, potentially due to social and emotional factors, highlighting a gender disparity in the impact of low self-confidence on mental health. The ongoing stresses related to academics and social pressures exacerbate these mental health challenges. Low self-confidence can create a cycle where anxiety and depressive symptoms reinforce feelings of inadequacy and low self-worth.

Moreover, low self-confidence is also linked to increased risk behaviors and negative life outcomes. Research from Nguyen et al. (2019) indicates that adolescents with low self-esteem are more likely to suffer from anxiety, depression, and suicidal ideation. The study noted that educational stress and familial emotional abuse are key risk factors associated with low self-confidence, while positive supports such as attending supplementary classes may be protective. Behavioral issues such as substance abuse and early sexual activity have been connected to low self-confidence, suggesting their broad influence on adolescent health and behavior. These findings underscore the importance of proactive measures to bolster self-confidence to improve mental and behavioral health in young people.

Furthermore, the relationship between self-confidence and mental health extends to long-term life outcomes, making it a critical area for intervention. Meta-analytic evidence shows that low self-esteem is a stable personality trait that predicts the development of depression and anxiety over time (Orth & Robins, 2013). This vulnerability model suggests that improving self-esteem could reduce the likelihood of mental health disorders. Schools and health programs that provide supportive environments and teach coping skills are crucial for building students' confidence. According to the American Psychological Association (2025), addressing low self-confidence can help prevent negative academic and social consequences, supporting overall well-being and success.

High Self-Confidence. It is the positive belief in one's abilities to achieve goals and handle challenges effectively (Bandura, 2020). It is closely related to self-efficacy, which emphasizes trust in one's ability to perform tasks (Zimmerman, 2021). According to McCarthy (2022), confident individuals view challenges as

opportunities for growth rather than threats. Research by Orth and Robins (2022) shows that healthy self-confidence differs from narcissism, which is often based on inflated or unstable self-esteem. Thus, authentic self-confidence is a balanced self-belief grounded in real experiences (Donnellan, 2023).

High self-confidence has been consistently linked to better academic, social, and emotional outcomes (Orth & Robins, 2022). Confident students are more motivated, resilient, and persistent after setbacks (Harris, 2021). And also highlight that self-confident individuals have healthier social relationships and stronger leadership qualities (Baumeister et al., 2020). Furthermore, high self-confidence show that predicts long-term success in career and personal development a review by (Orth et al., 2023). These findings emphasize that confidence supports both well-being and achievement (McCarthy, 2022).

The development of high self-confidence works through both cognitive and social pathways (Zimmerman, 2021). According to Orth and Robins (2022), individuals with high self-esteem focus more on positive feedback and less on self-criticism. Bandura (2020) explains that mastery experiences, successfully completing tasks, are the strongest source of confidence. McCarthy (2022) adds that supportive relationships reinforce self-belief and resilience. Therefore, confidence is not only a mental state but also a product of continuous learning and social validation (Harris, 2021).

Building high self-confidence requires intentional practices and supportive environments (Baumeister et al., 2020). Bandura (2020) suggests setting realistic goals and gradually achieving them to strengthen self-belief. According to Harris (2021), strategies such as mindfulness, self-compassion, and positive affirmations help reduce self-doubt. New approaches, such as technology-based training, have also been found effective in improving public speaking and performance confidence (Zhang, 2024). Ultimately, Orth et al. (2023) argue that developing authentic confidence prevents overconfidence while promoting long-term well-being.

The reviewed literature indicates that personal hygiene practices and parental motivation are closely linked to adolescents' self-confidence, particularly among senior high school students. Proper hygiene is consistently associated with positive self-perception, social comfort, and greater confidence in both academic and peer interactions, showing that hygiene influences not only physical health but also psychological well-being. At the same time, parental motivation through encouragement, guidance, emotional support, and role modeling plays a vital role in strengthening students' self-belief and self-worth while also reinforcing healthy hygiene habits. Studies further suggest that these two factors interact: strong parental motivation promotes better hygiene practices, which, in turn, enhance self-confidence. In contrast, limited parental support may contribute to poor hygiene and lower confidence. Although existing research confirms the individual importance of personal hygiene and parental motivation, few studies have examined their combined influence on self-confidence, underscoring the need for empirical research that investigates these variables simultaneously among senior high school students.

Correlation Between Measures

The studies cited above underscore a positive correlation between personal hygiene practices and students' self-confidence, both of which significantly influence adolescents' social adjustment and self-perception. Recent research indicates that students who consistently practice proper hygiene develop a more positive self-image and greater confidence in school and peer interactions. Good hygiene reduces feelings of embarrassment and self-consciousness, enabling students to participate more actively in academic and social settings (World Health Organization, 2022).

Additionally, the studies cited above underscore a positive correlation between parental motivation and students' self-confidence. Research from 2020 to 2025 emphasizes that parental encouragement, emotional support, and consistent guidance play a critical role in strengthening adolescents' self-belief and emotional stability. When parents actively motivate their children, students are more likely to develop confidence in their abilities and maintain a positive outlook toward personal and academic challenges (Grolnick, Friendly, & Bellas, 2020).

Furthermore, the studies cited above underscore a positive correlation between parental motivation and personal hygiene practices. Parents who model healthy behaviors and reinforce cleanliness routines significantly influence adolescents' hygiene habits. Recent studies suggest that motivated parental involvement promotes

discipline and health awareness among students, leading to more consistent hygiene practices and improved well-being (UNICEF, 2021).

Moreover, the studies cited above underscore the combined influence of personal hygiene practices and parental motivation on students' self-confidence. The literature shows that students with strong parental motivation are more likely to maintain good hygiene habits, which, in turn, enhances their confidence and social acceptance. This interaction highlights how internal health-related behaviors and external parental support jointly contribute to adolescents' self-confidence (Bandura & Cherry, 2021).

The preceding presentations and discussions of various literature significantly helped and shed light on the importance of personal hygiene practices and parental motivation in relation to students' self-confidence. The cited literature also helped the researchers recognize a substantial correlation between personal hygiene practices and parental motivation, which contributes to the self-confidence of senior high school students at Lorenzo S. Sarmiento Sr. National High School.

THEORETICAL FRAMEWORK

This section of the study reviews articles and findings on students' personal hygiene practices, parental motivation, and self-confidence. Various variables and indicators used in this study are presented.

Hygiene-Motivational-Confidence

The Social Determinants of Health (SDH) theory, which gained increasing recognition in the 1990s, explains how social conditions influence hygiene-related behaviors and motivational confidence, as defined by the World Health Organization (1998). This theory highlights that family environment and parental motivation play pivotal roles in the development of children's hygiene habits, which are key to both physical health and social acceptance. Improved hygiene promotes positive peer interactions and boosts children's self-confidence, while poor hygiene often leads to social exclusion and diminished self-esteem. Parental motivation, through guidance, support, and encouragement, fosters consistent hygiene practices in children. Thus, SDH theory connects family engagement with hygiene behavior and psychological well-being (Solar & Irwin, 2010).

In addition, this study presents a significant theoretical framework from the health and psychological sciences that explains the connection among personal hygiene, parental motivation, and self-confidence, highlighting the family as a primary socializing agent. Social Determinants of Health theory emphasizes that family environment and parental motivation strongly influence children's hygiene behaviors, which are crucial for social acceptance and the development of self-esteem (Solar & Irwin, 2018). Children who receive parental encouragement and supervision in maintaining good hygiene are more likely to develop self-confidence because good hygiene reduces social rejection and promotes peer acceptance. Conversely, children from families with low parental involvement in hygiene tend to experience social exclusion and diminished confidence. Thus, the family context shapes hygiene habits that are foundational for psychological well-being and self-assuredness.

This research explores personal hygiene practices through the lens of the Theory of Planned Behavior (TPB), developed by Icek Ajzen in 1985. This theory explains personal hygiene practices as behaviors influenced by an individual's intention to perform them, which is in turn shaped by three factors: personal attitude towards the behavior (whether hygiene is viewed positively or negatively), subjective norms (perceived social pressure to maintain hygiene), and perceived behavioral control (belief in one's ability to perform hygiene behaviors). TPB emphasizes that the intention to engage in personal hygiene is central to whether the behavior is carried out, and this intention is affected by both internal beliefs and external social influences.

This study about Parental Motivation plays a critical role in shaping children's developmental outcomes by influencing their engagement and confidence. According to Self-Determination Theory (Deci & Ryan, 1985), motivation that supports a child's autonomy fosters intrinsic motivation, leading to greater self-confidence and psychological well-being. When parents encourage self-initiation and provide positive reinforcement, children internalize motivation and develop persistence in learning and personal care. Research from the 1990s further showed that autonomy-supportive parental motivation is more effective than controlling or directive styles in promoting healthy child development (Grolnick & Ryan, 1989). Therefore, motivated parenting that respects

children's autonomy cultivates confidence and motivation, forming a foundation for lifelong achievement and well-being.

The parent-child relationship also greatly influences children's motivation and engagement, especially in learning contexts. Empirical studies show that supportive parent-child interactions satisfy children's psychological needs for relatedness, competence, and autonomy, which are key components of Self-Determination Theory (Deci & Ryan, 1985; Wang et al., 2017). This supportive environment increases children's academic self-efficacy, boosting motivation and engagement in learning and other personal areas, such as hygiene (Jung & Lee, 2018). Conversely, harsh or unsupportive parenting styles are associated with lower motivation and engagement, underscoring the pivotal role of parental encouragement in child development. These findings underscore that parental motivation, grounded in emotional support and encouragement of autonomy, directly enhances children's confidence and active participation.

In Addition, this study aims to examine self-efficacy, according to Albert Bandura's theory (1977), which holds that self-efficacy is an individual's belief in their ability to perform specific tasks and achieve desired outcomes. It is not just about possessing skills or knowledge, but having the conviction that one can successfully carry out actions in challenging situations. Bandura emphasized that this belief in personal efficacy is central to human motivation and behavior, as people are more likely to take on tasks, exert effort, and persevere when they feel capable. Self-efficacy influences how people approach goals and challenges, shaping their motivation, resilience, and overall functioning.

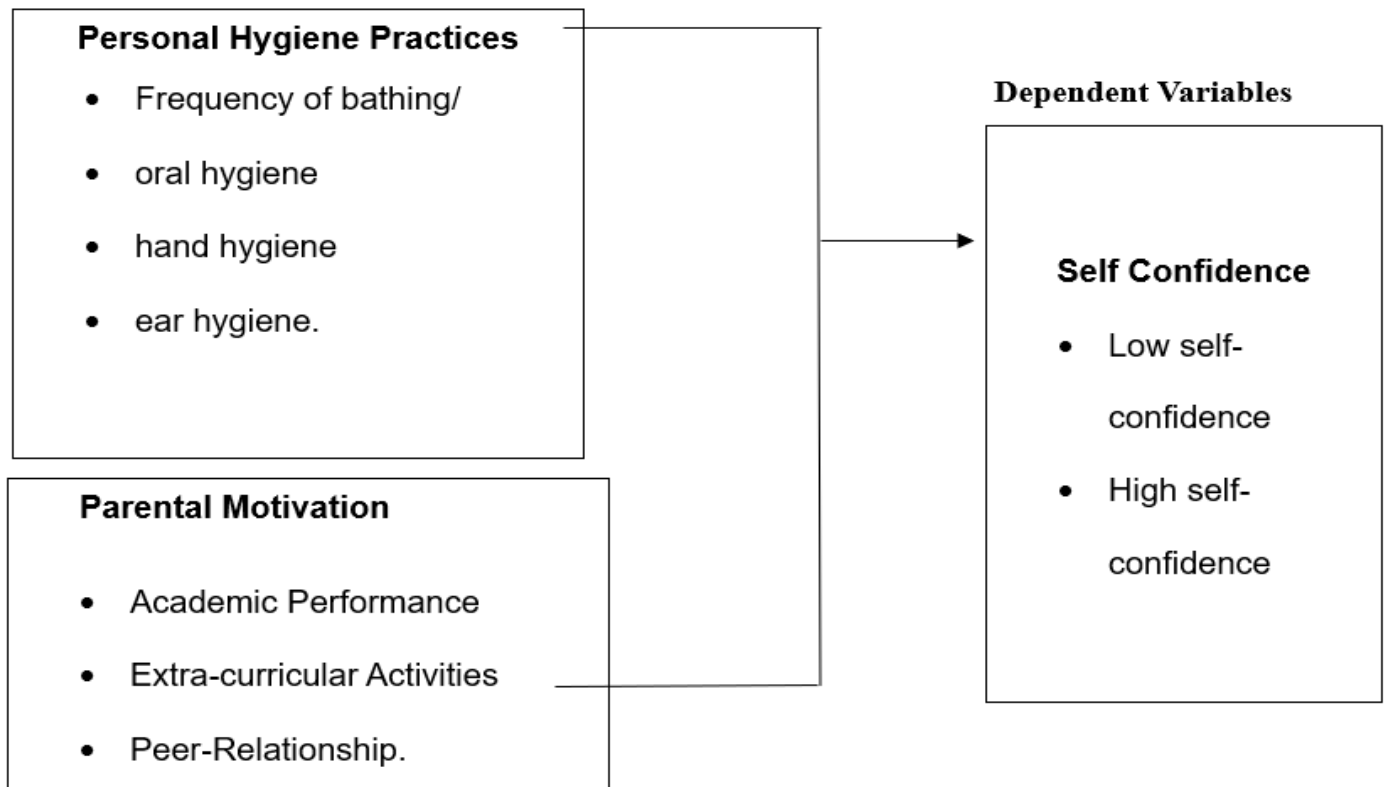
Moreover, this theory posits that individuals' behavior and emotional well-being are influenced by how they perceive themselves, which in turn shapes their self-esteem and social functioning (Rosenberg, 1989). In this study, personal hygiene practices are a crucial determinant of adolescents' self-concept, as maintaining cleanliness helps them feel presentable, respected, and accepted by peers. Parental motivation plays a supportive role by encouraging these practices, providing guidance, and modelling healthy hygiene habits, which strengthen adolescents' positive self-image (Lopez et al., 2020). When students receive positive social feedback for their hygiene, such as peer acceptance and reduced experiences of ridicule, their self-confidence increases, enabling them to participate more actively in class, interact comfortably in social settings, and pursue academic and personal goals with greater assurance (Gracia-Villodres et al., 2023). This suggests that personal hygiene practices, reinforced by parental involvement, directly contribute to the development of a positive self-concept, which is essential for building self-confidence during adolescence.

Conceptual Framework

The independent variables of this study were personal hygiene practices and parental motivation. First, personal hygiene practices were measured using indicators such as frequency of bathing/showering, oral hygiene routine, hand hygiene, nail hygiene, ear hygiene, clothing cleanliness, consistency of hygiene habits, health-promoting behaviors, and social interaction readiness. Previous studies have shown that proper hygiene positively affects students' physical well-being, peer acceptance, and self-perception (Almeida et al., 2021). Parental motivation was assessed using indicators including academic support, encouragement in extracurricular activities, emotional support and resilience-building, modeling responsible behavior, promotion of peer interaction, and involvement in goal-setting. Research suggests that motivated parents enhance adolescents' coping strategies, emotional stability, and academic engagement (Patel et al., 2020). Second, the dependent variable was self-confidence, with the indicators of high self-confidence and low self-confidence that have been linked to consistency in how hygiene practices and parental motivation foster active participation, persistence, and positive social interactions among adolescents (Martinez et al., 2023).

Furthermore, this study integrates these variables and their indicators, illustrating how personal hygiene practices and parental motivation positively influence self-confidence among senior high school students. Each variable is a measurable indicator to ensure alignment across the conceptual framework, methodology, and data analysis sections. This approach addresses gaps in existing research by examining the combined effects of hygiene and parental support on adolescents' self-confidence, providing new insights into promoting holistic student development (Gonzalez & Tan, 2023).

Independent Variables



Presented in Figure 1 is the conceptual framework of the study.

Significance of the Study

This study would be valuable to various stakeholders, including the Department of Education, school administrators, school educators, parents, students, and future researchers. The findings of this study lay the groundwork for the Department of Education by providing critical insights to enhance programs and policies that promote personal hygiene awareness, thereby supporting improved parental motivation and self-confidence among senior high school students. These insights could guide the development of health education initiatives nationwide, emphasizing the importance of personal hygiene as a foundation for student well-being and academic success. The findings could be instrumental in organizing workshops, seminars, and health campaigns across schools to foster positive hygiene practices that enhance students' overall motivation and confidence in the learning environment. This would be particularly valuable for school administrators to design and implement targeted health and wellness programs that support students' holistic development.

Furthermore, this research may provide educators with a framework for integrating personal hygiene topics into their curricula, thereby promoting understanding of how hygiene influences academic performance and self-esteem. School educators could benefit from this study by identifying strategies to encourage healthy habits among students, ultimately enhancing classroom engagement and learning outcomes. Parents may also find this research helpful, as it underscores the importance of encouraging good personal hygiene at home, recognizing that these habits are linked to children's motivation.

and self-confidence, which are key to their overall success and well-being. Benefiting senior high school students directly, the study offers valuable insights into how maintaining personal hygiene can positively shape their motivation to learn and enhance their self-confidence, thereby improving their academic achievements and social interactions.

Definition of Terms

To help the reader better understand the terminology used in the study, the following terms were defined conceptually and operationally.

Personal Hygiene. It refers to the set of personal practices and behaviors performed to maintain bodily cleanliness and promote health and well-being (World Health Organization [WHO], 2022). Operationally, in this study, personal hygiene referred to the frequency and consistency with which senior high school students practiced hygiene behaviors such as bathing, handwashing, oral care, nail care, grooming, and wearing clean clothes, as measured through a structured self-report questionnaire based on identified hygiene indicators.

Parental Motivation. It refers to the encouragement, support, and involvement provided by parents that influence adolescents' motivation, behavior, and overall development (Hill & Wang, 2021). Conceptually, parental motivation encompasses emotional support, academic encouragement, and constructive involvement in students' academic and social experiences. Operationally, in this study, parental motivation was measured through students' perceptions of their parents' encouragement, guidance, support, and involvement in their daily academic tasks and social activities, as assessed using a validated survey instrument.

Self-Confidence. It refers to an individual's belief in their abilities to successfully perform tasks and handle challenges effectively (Martínez-Casanova et al., 2024). It is closely associated with self-esteem, perceived competence, and social assurance during adolescence. Operationally, in this study, self-confidence referred to the extent to which senior high school students perceived themselves as capable in academic performance, active in extracurricular participation, and confident in peer relationships, as measured through a standardized self-assessment questionnaire aligned with the identified indicators.

METHODOLOGY

The discussion described how the study was conducted and how data were gathered and analyzed. This chapter presents the research design, research locale, sample, research instrument, data collection, and statistical tools.

Research Design

This study employed a quantitative, non-experimental research design using a descriptive-correlational approach to examine the relationship between personal hygiene practices, academic motivation, and students' self-confidence. A descriptive-correlational design is appropriate when the purpose of the study is to describe variables as they naturally occur and to determine the direction and strength of relationships among them without manipulating any variables. According to Bhandari (2021), correlational research measures the degree and direction of association between two or more variables. Similarly, Gay et al. (2024) stated that correlational research involves collecting quantifiable data to determine whether relationships exist among variables.

The study focused on determining whether personal hygiene practices significantly influence students' academic motivation and self-confidence. Since no experimental manipulation was involved, the researchers only measured variables as they existed at the time of data collection.

The data were gathered using a structured survey questionnaire administered to the selected respondents. The questionnaire was designed to measure the indicators of personal hygiene practices (e.g., frequency of bathing, oral hygiene routine, hand and nail hygiene), academic motivation (e.g., interest in attending school, goal setting, time management), and self-confidence (e.g., confidence in appearance, comfort in social settings, peer acceptance perception). The quantitative approach ensured objective measurement and statistical analysis of the relationships among variables.

Research Locale

The findings of this study pertain specifically to Lorenzo S. Sarmiento Sr. National High School and have broader applicability, but are limited by the study's scope and sample size. While some characteristics might have been common, the results likely did not extend to other educational systems. Figure 2 shows a map of the Philippines with 17 regions, highlighting the Municipality of Mawab in Region XI. This figure also included a map of the respondents' vicinity from Lorenzo S. Sarmiento Sr. National High School.

Mawab is a landlocked municipality in the Philippine coastal province of Davao de Oro. It is located 103 kilometers from Davao City, the regional center of Davao Region (Region XI), and 21.1 kilometers from Davao

de Oro’s Provincial Capitol. The municipality has a land area of 136.10 square kilometers (52.55 square miles), constituting 2.98% of Davao de Oro’s total area. According to the 2020 Census, its population was recorded at 39,631. The respondents for the study were from Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro.

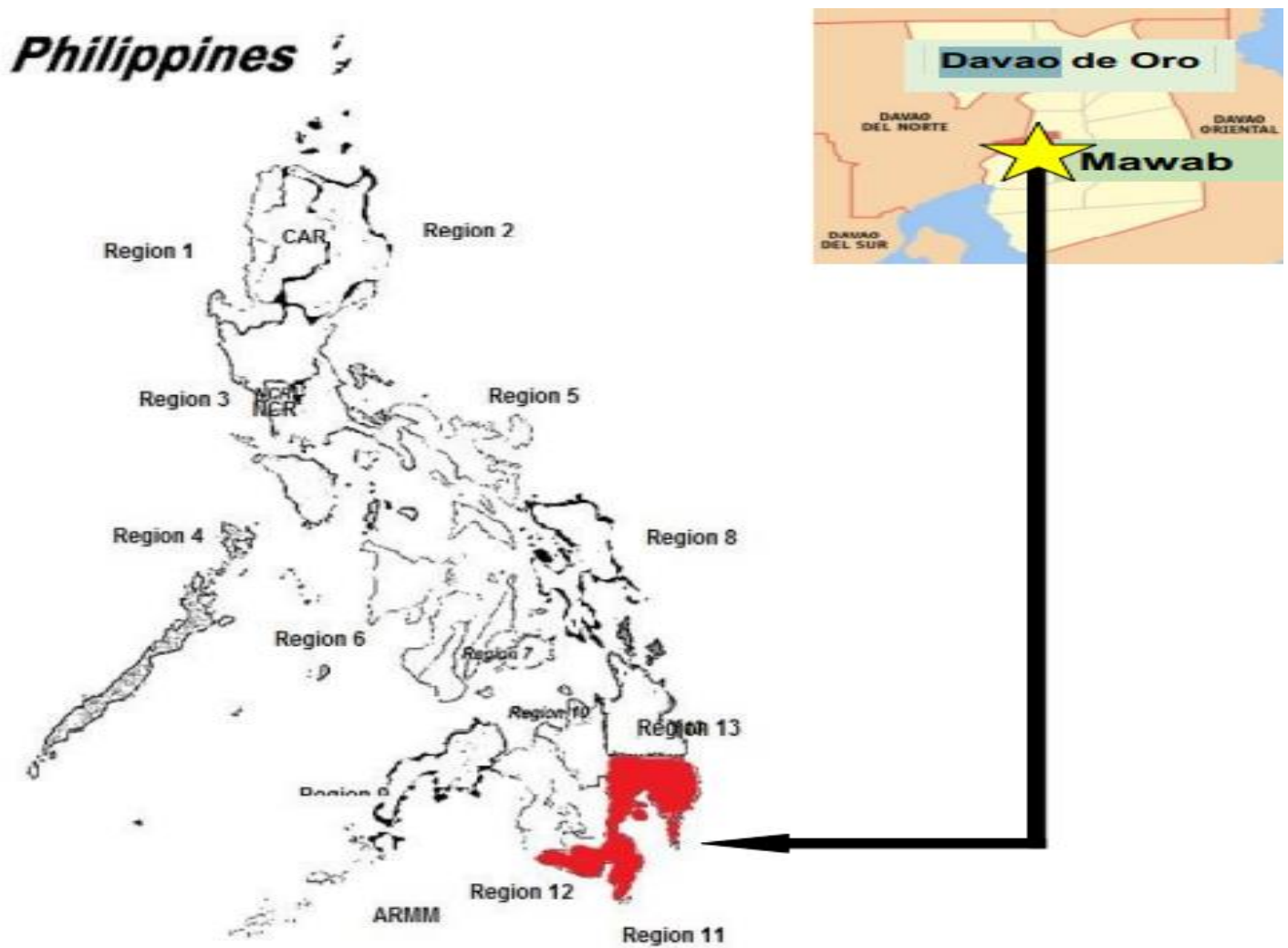


Figure 2. Map of the Philippines, highlighting Mawab, Davao de Oro

Population and Sample

This study used simple random sampling to select respondents. The population consisted of 204 Senior High School Caregiving Students from Mawab District at Lorenzo S. Sarmiento Sr. National High School year 2024–2025, all of whom were required to be enrolled in their respective institutions. According to Hair et al. (2022), a sample size of 50–100 respondents is considered sufficient for quantitative research.

The sample size was calculated using Rao's sample size formula with a 5% margin of error, yielding a sample of 149 respondents from a total population of 204. Rao's soft formula is a widely used sampling technique that helps researchers determine an appropriate sample size when the population is known (Beresford, Wutich, et al., 2024).

This method was applied to ensure that the chosen respondents represent the entire student population while keeping the data collection process practical and manageable.

Moreover, the senior high school caregiving students were chosen because they are directly engaged in academic activities and are in a developmental stage where personal hygiene practices may significantly influence their motivation in school and self-confidence. Their insights and experiences were valuable in identifying the link between hygiene practices and their academic and personal growth.

Table 1 presents the study population and sample size.

Section	Population	Respondents
A	51	37
B	43	35
C	55	39
D	31	31
Total	204	142

Table 1. Population and Sample Size of Respondents

Research Instrument

The instruments used in this study are adapted from standardized questionnaires and modified to fit the context of senior high school caregiving students. The first independent variable questionnaire focuses on personal hygiene practices and is adapted from the Personal Hygiene Questionnaire by Gupta & Arora (2021) and Santos et al. (2022). This covered five (5) indicators: (1) frequency of bathing, (2) oral hygiene, (3) hand hygiene, (4) nail hygiene, and (5) ear hygiene.

The dependent variable questionnaire is divided into two components. The first set measured parental motivation, adapted from the student interest Scale by Vallerand et al. (1992), as cited and validated by Reyes & Santiago (2020) and Lim & Rivera (2023). This covered three (3) indicators: (1) Academic Performance, (2) Extra-curricular Activities, and (3) Peer Relationships. The second set measured self-confidence, adapted from the Self-Confidence Questionnaire by Lopez et al. (2020) and Nguyen & dela Cruz (2023). It consisted of three (2) indicators: (1) low self-confidence, (2) high self-confidence.

The instruments are subject to expert validation to ensure reliability and contextual suitability. Responses were gathered using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). To evaluate the level of personal hygiene practices, students’ interest, and self-confidence among senior high school students, the following descriptive equivalents and interpretations were used:

Range of Means	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	This meant that the personal hygiene practices were very positive.
3.40 – 4.19	High	This meant that the personal hygiene practices were positive.
2.60–3.39	Moderate	This meant that the personal hygiene practices were moderately positive.
1.80–2.59	Low	This meant that the personal hygiene practices were less positive.
1.00–1.79	Very Low	This meant that the personal hygiene practices were not positive.

This instrument measures the parental motivation of senior high school students who are caregivers, focusing on their motivation to attend school, ability to set academic goals, and time management skills. A very high to high mean score signifies that students are driven to learn, actively engage in their studies, and strive for success. On the other hand, moderate to lower scores may indicate a lack of persistence or disengagement from academic tasks. The table, therefore, highlights students' motivation to pursue their educational goals.

Range of Means	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	This meant that the parental motivation was very positive.
3.40 – 4.19	High	This meant that the parental motivation was positive
2.60–3.39	Moderate	This meant that the parental motivation was moderately positive.

1.80–2.59	Low	This meant that the parental motivation satisfaction was be not be positive.
1.00–1.79	Very Low	This meant that the parental motivation would be less positive

This instrument assesses the self-confidence of senior high school students, including their appearance, comfort in social settings, and perception of peer acceptance. A higher score indicates that students feel secure in themselves and can interact positively with peers and teachers. Conversely, moderate to low scores may reflect insecurity, hesitation to participate, or difficulty building social relationships. The table serves as a guide to understanding how students perceive their self-worth and confidence in both academic and social contexts.

Range of Means	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	This meant that the self-confidence was be very positive.
3.40 – 4.19	High	This meant that the self-confidence was positive.
2.60–3.39	Moderate	This meant that the self-confidence was moderately positive.
1.80–2.59	Low	This meant that the self- confidence were less positive.
1.00–1.79	Very Low	This meant that the self-confidence was not positive.

Data Collection

The researchers carefully follow a structured process in collecting the data. After validating the research questionnaires, they obtained approval from their research adviser, Sir Noli P. Julosan, PhD (CAR), before carrying out the study. They also requested permission from the OIC-School Principal, Ma’am Roberta A. Javier, PhD, of Lorenzo S. Sarmiento Sr. National High School, through a formal letter shared with the teachers who assisted in conducting the survey.

Before distributing questionnaires, informed consent is obtained through personal discussions with respondents. The researchers explained the study's purpose, the participants' responsibilities, and how their data would be handled. Any concerns that are raised was be clarified to ensure understanding. Consent forms were collected and handled confidentially, with only the personal details necessary for the study recorded.

When administering the questionnaires, the researchers give clear instructions and maintain anonymity by excluding names from the forms. Respondents were given sufficient time to answer, and afterwards the questionnaires were gathered and checked for completeness. The data were systematically arranged and subjected to statistical analysis, with the results further validated by a statistician from Lorenzo S. Sarmiento Sr. National High School. The analyzed data served as the basis for the researchers' conclusions and recommendations.

Statistical Tools

The statistical tools that were used for data analysis and interpretation are the following:

Mean. This was used to assess the levels of personal hygiene practices, parental motivation, and self-confidence among public senior high school students.

Pearson (r). This is used to assess the significance of the relationships between personal hygiene practices, parental motivation, self-confidence, and teachers’ commitment.

Multiple regression analysis. This is used to examine the extent to which personal hygiene predicts parental motivation and self-confidence.

Ethical Consideration

This quantitative study carefully addresses several ethical concerns, particularly those connected to its methodology. The main issues concern the authority to conduct the research and the confidentiality and anonymity of the participants. Before the study is conducted, the research protocol and standardized procedures

are reviewed, with particular attention to the target population and data handling. The researchers ensure strict compliance with ethical principles throughout the process, safeguarding the rights and privacy of all participants.

Voluntary Participation. The students are given the freedom to take part in the study without any risk of punishment, disadvantage, or loss of privileges. They are made aware of the research objectives and potential benefits. Their right to share in the advancement of knowledge voluntarily is respected and affirmed before participation.

Privacy and Confidentiality. The researchers guarantee that all personal details of the respondents are protected and handled with the utmost confidentiality throughout the study.

Informed Consent Process. The survey questionnaires are written in clear, simple language, avoiding technical terms that might confuse respondents. This ensures that participants fully understand the study and the potential benefits they could gain from it.

Recruitment. The process of selecting participants is clearly explained, including the data collection methods, the questionnaire structure, and the criteria for identifying eligible respondents.

Risks. The study poses no significant risks to participants' physical health, psychological well-being, or socioeconomic status.

Benefits. The research findings provide valuable insights for secondary schools and educators, particularly regarding work-life balance and teaching motivation.

Fabrication. There were no instances of fabricated information, false reporting, or inaccurate data in the study.

Falsification. The research showed no evidence of data manipulation, misrepresentation, or exaggeration intended to fit preconceived theoretical expectations.

Conflict of Interest (COI). The study presents no evidence of any conflict of interest. No financial, academic, or professional incentives are involved that could have influenced the researchers' judgment or compromised the validity of the findings and the safety of the participants.

Deceit. The research contained no deception or misleading content that could have negatively affected the respondents.

Permission from the Organization/Location. The study is conducted in accordance with the school's ethical guidelines. A formal consent letter has been submitted to Lorenzo S. Sarmiento Sr. National High School, and the research proceeded only after the school principal approved it.

Authorship. The researchers, Grade 12 students in the Technical-Vocational-Livelihood Education-Caregiving strand at Lorenzo S. Sarmiento Sr. National High School, carefully subjected the study to multiple rounds of review. The collected data were thoroughly examined to ensure the reliability and consistency of the research instrument.

RESULTS

This part of the paper presented the data and analysis of the questionnaire responses, based on the research objectives outlined in the first chapter.

Tables were arranged under the following subheadings: personal hygiene practices, parental motivation, self-confidence significant relationship between personal hygiene practices, self-confidence, significant relationship between parental motivation, self-confidence on the influence of the domain of personal hygiene practices to the parental motivation, and self-confidence on the influence of the domain of personal hygiene practices quotient to the students' learning engagement among Mawab District secondary schools with their corresponding indicators.

Level of Personal Hygiene Practices

Table 2 shows the level of personal hygiene practices in terms of frequency of bathing, oral hygiene, hand hygiene, and ear hygiene. The overall mean is 4.46, which is considered very high, with a standard deviation of 0.37. The very high level could be attributed to the respondents' consistently high ratings across all hygiene indicators. This indicates that students practice proper cleanliness and self-care behaviors to a great extent.

They cited that the overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.56 or very high for frequency of bathing with a standard deviation of 0.53; 4.43 or very high for ear hygiene with a standard deviation of 0.48; 4.42 or very high for hand hygiene with a standard deviation of 0.51; and 4.41 or very high for oral hygiene with a standard deviation of 0.49.

The results suggest that bathing is the most consistently practiced hygiene behavior among the respondents, while oral hygiene, although still very high, obtained the lowest mean score. The small standard deviation values indicate that responses are closely grouped, meaning there is consistency in students' hygiene practices. The very high ratings across all indicators imply that personal hygiene is a well-established routine among the respondents, which may positively influence their health, social confidence, and overall school engagement.

Table 2. Level of Personal Hygiene Practices

Indicators	Mean	SD	Descripted Equivalent
Frequency of Bathing	4.56	0.53	Very High
Oral Hygiene	4.41	0.49	Very High
Hand Hygiene	4.42	0.51	Very High
Ear Hygiene	4.43	0.48	Very High
Overall	4.46	0.37	Very High

The primary personal hygiene practice is frequency of bathing, which obtained the highest mean among all indicators. This suggests that students consistently practice regular bathing and recognize its importance in maintaining cleanliness and personal well-being. Bathing is not merely a routine activity but a foundational hygiene behavior that promotes physical comfort, prevents unpleasant body odor, and enhances self-confidence. When students feel clean and refreshed, they are more likely to participate actively in classroom activities and interact positively with peers. Thus, maintaining proper bathing habits contributes to creating a healthy and supportive learning environment, which may improve students' focus, motivation, and overall academic engagement. This finding implies that promoting regular bathing practices can effectively support students' readiness to learn and overall school performance.

In relation to oral hygiene, respondents also expressed strong agreement, as reflected by their very high mean score. This indicates that students value proper oral care as an essential component of personal hygiene. Practices such as regular toothbrushing, flossing, and routine dental checkups help prevent dental issues that may cause discomfort or distraction during class.

Maintaining good oral hygiene also improves students' confidence when speaking, smiling, and engaging in social interactions. As a result, students who practice proper oral care are more comfortable participating in classroom discussions and collaborative activities. Therefore, schools and educators are encouraged to continuously promote oral hygiene awareness through health education initiatives and consistent reinforcement of healthy habits.

Finally, ear hygiene registered the lowest mean among the indicators, although it remained at a very high level. This suggests that while students acknowledge its importance, it may receive comparatively less attention than other hygiene practices. Proper ear hygiene involves safely cleaning the outer ear and avoiding harmful practices that could lead to infection or injury. Maintaining healthy ears supports effective hearing, which is essential for understanding instructions, participating in discussions, and sustaining concentration in class. Hence, strengthening awareness of proper ear hygiene practices may further enhance students' overall hygiene routines and contribute to a more conducive and health-supportive learning environment.

Level of Parental Motivation

Table 3 shows the mean scores for the indicators of parental motivation, with an overall mean of 4.32 (very high) and a standard deviation of 0.47. The very high level could be attributed to respondents' very high ratings across all indicators. This indicates that the respondent's responses to the level of adversity quotient are very positive regarding control, ownership, reach, and endurance.

The cited overall mean score was computed from the following mean scores, ordered from highest to lowest: 4.42 (very high) for reach, with a standard deviation of 0.53; 4.20 (very high) for control, with a standard deviation of 0.76; 4.29 (very high) for ownership, with a standard deviation of 0.61.

Table 3. Level of Parental Motivation

Indicators	Mean	SD	Descripted Equivalent
Academic Performance	4.47	0.53	Very High
Extra- Curricular Activities	4.20	0.76	Very High
Peer Relationship	4.38	0.61	Very High
Overall	4.35	0.62	Very High

In the context of academic performance, the indicator with the highest mean score reflects the extent to which proper hygiene practices positively influence students' learning outcomes and overall school performance. This suggests that students strongly perceive a connection between maintaining good hygiene and achieving better academic results. Consistent practices such as regular bathing, proper grooming, and maintaining cleanliness contribute to improved concentration, attentiveness, and readiness to engage in classroom tasks. When learners feel clean and physically comfortable, they are less likely to experience distractions caused by discomfort or health-related concerns, which may reduce absenteeism and enhance classroom participation. Therefore, personal hygiene extends beyond physical well-being and becomes a supportive factor in students' academic engagement and achievement. The very high mean score implies that students who practice proper hygiene are better positioned to perform effectively in their academic responsibilities.

Following this is the control indicator, which obtained the next highest mean. This indicator refers to students' perceived ability to manage challenges, regulate their behavior, and remain focused on their academic tasks despite difficulties. The high mean score indicates that students generally believe they can handle academic pressures and maintain discipline in their studies. A strong sense of control enables learners to stay motivated, manage their time efficiently, and persist in completing assignments and requirements. This finding suggests that students demonstrate positive self-regulation skills, which play a significant role in supporting both academic success and personal development.

Finally, the indicator that registered the lowest mean is peer relationships. This indicator reflects the quality of students' interactions with their classmates, including cooperation, mutual respect, and emotional support. Although it obtained the lowest mean among the indicators, the score still reflects a positive level, indicating that students generally experience healthy peer connections.

However, the relatively lower rating may suggest that peer support is not always consistent across all students. Since positive peer relationships contribute to students' confidence, sense of belonging, and active participation in collaborative learning, strengthening social bonds through group activities and inclusive school programs may further enhance students' academic engagement and overall development.

Level of self-confidence

Table 4 presents the mean scores for self-confidence regarding personal hygiene practices, categorized as low and high. The overall mean is 4.56, which is equivalent to very high, with a standard deviation of 0.61. This implies that the respondents' self-confidence ratings are very positive, particularly for both low and high self-confidence.

The cited overall mean score was computed from the following mean scores, ordered from highest to lowest: 4.28 (very high) for low self-confidence, with a standard deviation of 0.71; 4.23 (very high) for high self-confidence, with a standard deviation of 0.62.

Table 4. Level of self- confidence.

Indicators	Mean	SD	Descripted Equivalent
Low Self-Confidence	4.28	0.71	Very High
High Self-Confidence	4.23	0.62	Very High
Overall	4.25	0.67	Very High

The primary concern among students is self-confidence, with the indicator of low self-confidence resulted as the highest mean among the indicators, aligning with the observation made by the respondents. It is characterized by students’ limited positive self-perceptions regarding their abilities, appearance, and social interactions. Students’ self-view affects the way they participate in class, respond to challenges, seek assistance, and interact with peers and teachers. Educators may observe low self-confidence through behaviors such as hesitation to speak during discussions, avoidance of leadership roles, fear of making mistakes, and reliance on reassurance. Addressing this issue through encouragement, constructive feedback, and a supportive, student-centered learning environment may help enhance students’ confidence and overall engagement.

Finally, high self-confidence is identified as the indicator with the lowest mean. High self-confidence refers to students’ strong belief in their abilities, comfort in expressing ideas, and willingness to take on challenges. This finding indicates that, from the perspective of school educators, fewer students consistently demonstrate high levels of self-confidence. Even when students participate in learning activities, they may hesitate to assert themselves, take on leadership roles, or tackle complex tasks independently. Strengthening students’ self-confidence is therefore essential to help them become more proactive, resilient, and independent learners, enabling them to face academic and social challenges with greater assurance.

Significance on the Relationship Between Personal Hygiene

Practices and Self-Confidence

One crucial purpose of this study is to determine whether personal hygiene practices are significantly related to self-confidence. Pearson’s r was used to determine the correlation between the two variables. The results of the computation are shown in Table 5. Likewise, the results revealed that personal hygiene and self-confidence are significantly related. This result is due to a p-value < 0.001, which is below the 0.05 threshold. Hence, the null hypothesis, which stated that there is a significant relationship between personal hygiene and self-confidence, was rejected. Moreover, Pearson’s r value of 0.440 indicates a low correlation between teaching competence and students’ learning engagement.

Table 5. Significance of the Relationship Between Personal Hygiene Practices and Self-Confidence.

		Personal Hygiene Practices	Self - Confident
Personal Hygiene Practices	Pearson’s r	----	
	p-value	----	
Self-Confidence	Pearsons’r	0.467	----
	p-value	<.001	----

*Significant at 0.05 significance level

Significance on the Relationship Between Parental Motivation and Self- Confident.

Another crucial purpose of this study is to determine whether or not Parental Motivation has a significant relationship with Self-Confidence. Pearson’s r was used to determine the correlation between the two variables. The results of the computation are shown in Table 6.

Likewise, the results revealed that parental motivation and self-confidence are significantly related. This result is due to a p-value < 0.001, which is below the 0.05 threshold. Hence, the null hypothesis, which stated that there is no significant relationship between parental motivation and self-confidence, is rejected. Moreover, Pearson’s r value of 0.614 indicates a moderate correlation between parental motivation and self-confidence.

Table 6. Significance of the Relationship Between Parental Motivation and Self-Confidence.

		Parental Motivation	Self - Confident
Parental Motivation	Pearson’s r p-value	---- ----	
Self-Confident	Pearson’s r p-value	0.449 <.001	---- ----

*Significant at 0.05 significance level

Multiple Regression Analysis on the Influence of the Domain of Personal Hygiene Practices on Self-Confidence

The data shown in Table 7 are the regression coefficients used to test the significance of the influence of personal hygiene practices and self-confidence on students in Mawab district secondary schools. Using multiple regression analysis, the data revealed that the influence of personal hygiene practices and self-confidence among Mawab district secondary schools has an F-value of 12.977 and a corresponding p-value of <.001, indicating significance.

This means that personal hygiene affects self-confidence, as the p-value is less than 0.05. The coefficient of determination (r^2) is 0.357, indicating that self-confidence accounts for 35.7% of the variation in personal hygiene levels. The remaining 64.3% is attributable to chance variation, suggesting that other factors beyond the scope of this study may also be involved in personal hygiene.

Table 7. Multiple regression analysis on the influence of the domain of school educators’ Teaching Competence on Students’ Learning Engagement

Personal Hygiene Practices	Coefficient	t-value	p-value	Decision $\alpha = 0.05$
Frequency of Bathing	0.504	1.033	< .001	H_0 is rejected
Oral Hygiene Routine	0.323	3.802	.913	H_0 is not rejected
Hand Hygiene	0.106	1.121	.264	H_0 is not rejected
Ear Hygiene	0.398	4.455	< .001	H_0 is rejected
Dependent Variable: Students’ Learning Environment				

$$* p < 0.05 \quad R = 0.597 \quad * R^2 = 0.357 \quad F - value = 12.977 \quad p < .001$$

The indicator frequency of bathing/showering has a coefficient of 0.42, a t-value of, and a p-value of 0.913, which is greater than the level of significance at 0.05. Therefore, this implies that the frequency of bathing/showering has no significant influence on senior high school students' self-confidence.

Also, the oral hygiene routine has a coefficient of 0.504, a t-value of 1.033, and a p-value of 0.282, which is less than the 0.05 significance level. Therefore, this indicates that an oral hygiene routine is a personal hygiene practice that significantly influences students’ self-confidence. Similarly, the indicator hand and nail hygiene has a coefficient of 0.323, a t-value of 3.802, and a p-value of 0.009, which is less than the significance level of 0.05. Therefore, this indicates that hand and nail hygiene is a personal hygiene practice that significantly influences students’ self-confidence.

Overall, these findings lead to the rejection of the null hypothesis, which stated that personal hygiene practices have no significant influence on students’ self-confidence, as at least one indicator of personal hygiene was found to have a significant effect on students’ self-confidence.

Multiple Regression Analysis on the Influence of Parental Motivation and Self- Confidence

The data shown in Table 8 are the regression coefficients used to test the significant influence of parental motivation and self-confidence. Using multiple regression analysis, the data revealed that parental motivation and self-confidence had an F-value of 18.836 and a corresponding p-value of <.001, indicating significance.

This means that parental motivation influences self-confidence, as the p-value is less than 0.05. The coefficient of determination (r^2) is 0.390, indicating that 39% of the variation in parental motivation is associated with self-confidence. The remaining 61% is attributable to chance variation, suggesting that other factors beyond the scope of this study may also be related to self-confidence.

Table 8. Regression Analysis on the Influence of Parental Motivation and Self-Confidence.

Personal Hygiene Practices	Coefficient	t-value	p-value	Decision $\alpha = 0.05$
Academic Performance	0.224	2.582	< .001	H_o rejected
Extra-curricular Activities	0.197	3.220	.913	H_o is not rejected
Peer-Relationship.	0.106	0.521	.264	H_o is not rejected
Dependent Variable: Self- Confident				

$$* p < 0.05 \quad R = 0.624 \quad R^2 = 0.357 \quad F - value = 18.836 \quad p < .001$$

The academic performance indicator has a coefficient of 0.224, a t-value of 2.582, and a p-value of 0.087, leading to rejection of the null hypothesis at the 0.05 level of significance. Therefore, this indicates that academic performance, as a domain of parental motivation, significantly influences students’ learning engagement. This suggests that when parents actively motivate their children to perform well academically, students tend to show higher levels of engagement in their learning activities.

Similarly, extracurricular activities had a coefficient of 0.197, a t-value of 3.220, and a p-value of 0.061, resulting in rejection of the null hypothesis. This implies that parental encouragement and support for students’ participation in extracurricular activities significantly influence students’ learning engagement. Parental motivation in this area helps students develop confidence, discipline, and a stronger connection to school, which positively affects their engagement in academic tasks.

Additionally, the peer relationship showed a coefficient of 0.038, a t-value of 0.521, and a p-value of 0.074, leading to rejection of the null hypothesis. This indicates that parental motivation to guide and support healthy peer relationships significantly influences students’ learning engagement. When parents show interest in their children’s social interactions, students are more likely to feel supported and motivated to participate actively in school.

Finally, the results reveal that the domains of parental motivation, namely, academic performance, extra-curricular activities, and peer relationships, significantly influence students’ learning engagement. Hence, the null hypothesis stating that parental motivation has no significant influence on students’ learning engagement among Mawab district secondary schools is not rejected.

DISCUSSION

This chapter presents an analysis and discussion of data on senior high school students’ personal hygiene practices and parental motivation, grounded in the findings from the preceding section and supported by relevant literature and related studies. The results reveal a significant relationship between personal hygiene practices, parental motivation, and students’ self-confidence; thus, the null hypothesis, which posits no significant relationship among the variables, is rejected. The indicator with the highest mean for personal hygiene practices indicates the hygiene behavior most frequently and consistently practiced by students, suggesting a high level of awareness of the importance of cleanliness and its role in promoting positive self-image, social comfort, and peer acceptance. Similarly, the highest mean under parental motivation reflects the form of parental support most strongly perceived by the students, highlighting the importance of parental encouragement and involvement in

reinforcing students' sense of worth and confidence. These findings emphasize the combined influence of personal hygiene practices and parental motivation on students' self-confidence, from which conclusions are drawn, and relevant, practical recommendations are formulated to support students' holistic development.

Level of Personal Hygiene Practices

In this correlational study, personal hygiene practices were identified as a significant factor influencing senior high school students' self-confidence. The findings indicate that consistent personal hygiene behaviors, including the frequency of bathing or showering, oral hygiene routines, and hand and nail hygiene, positively affect students' comfort with their appearance, social interactions, and engagement in academic settings. This supports the observed relationship between the independent variable (personal hygiene practices) and the dependent variable (self-confidence). These results align with previous studies, such as (Kim and Cho 2021), which emphasize that both individual habits and the school environment influence students' hygiene behaviors. Teachers play a critical role by modeling cleanliness, integrating health-related topics into classroom instruction, and maintaining hygienic learning spaces, thereby reinforcing positive hygiene habits. The alignment between the present findings and existing literature strengthens the credibility of the results and highlights the practical and theoretical significance of personal hygiene in fostering self-confidence among adolescents.

The frequency of bathing or showering emerged as the most influential indicator of personal hygiene. Regular bathing allows students to feel fresh, presentable, and comfortable in social and classroom interactions, reducing anxiety related to peer engagement and participation. Yilmaz (2020) emphasizes that when teachers provide guidance, encouragement, and supportive feedback, students are more likely to adopt and maintain healthy routines, which enhances their self-esteem and confidence in school environments. This indicates that personal hygiene is not solely a physical practice but also a psychological and social factor contributing to students' self-assurance and readiness to participate.

Similarly, oral hygiene routines, such as regular toothbrushing and routine dental care, were identified as important contributors to self-confidence. Poor oral hygiene can cause discomfort, embarrassment, and reluctance to participate in discussions, whereas maintaining proper oral care improves students' social comfort and willingness to engage in learning activities (Wang and Liu 2022) highlighted that teachers who consistently reinforce hygiene routines and self-discipline can positively influence students' daily habits, fostering self-regulation and confidence. This finding underscores the role of health education in both preventing health-related distractions and promoting social and academic self-efficacy.

Hand and nail hygiene was also closely linked to students' self-image and health awareness. Clean hands and well-maintained nails reduce the risk of illness, encourage discipline, and promote responsibility. Educators who emphasize handwashing and hygiene in shared classroom environments help students recognize hygiene as both a personal and social responsibility. As Santos et al. (2023) note, hygiene education delivered by competent teachers improves awareness and encourages the adoption of proper practices, which in turn positively affects self-confidence and social comfort.

Although less emphasized, ear hygiene remains an important aspect of personal hygiene affecting students' overall health and well-being. Proper care of the outer ear supports hearing health and prevents discomfort or infection. Unsafe ear-cleaning practices, such as inserting cotton buds or sharp objects, can result in pain, infections, or hearing problems (Afolabi et al., 2020). The World Health Organization 2021 recommends cleaning only the outer ear to maintain natural protective functions. Educational interventions have been shown to improve safe ear hygiene practices by raising awareness and reducing harmful behaviors (Shrestha et al., 2024). The present findings suggest that reinforcing ear hygiene through both school-based instruction and parental guidance is essential for maintaining students' health and confidence.

In conclusion, personal hygiene practices, particularly the frequency of bathing/showering, oral hygiene, and hand and nail care, play a critical role in shaping senior high school students' self-confidence. The interaction of teaching competence and parental motivation strengthens the adoption of these practices, ensuring that students develop self-discipline, a positive self-image, and enhanced social and academic confidence. The results of this study contribute to theory by linking observable self-care behaviors with psychological outcomes, and to practice by demonstrating the importance of collaborative efforts between educators and parents in promoting

holistic adolescent development. Understanding these relationships provides a foundation for interventions aimed at improving both students' personal habits and their engagement in learning activities.

Level of Parental Motivation

Parental motivation plays a vital role in supporting students' ability to cope with challenges and maintain positive behaviors, including proper hygiene and self-confidence. Motivated parents provide emotional guidance, supervision, and encouragement that help adolescents manage academic and social pressures, thereby strengthening resilience and overall well-being. The findings of this study indicate that students whose parents demonstrate high motivation tend to exhibit stronger self-confidence and more consistent hygiene practices. This aligns with recent studies, which emphasize that parental motivation contributes to improved self-confidence and responsible daily routines (Stavrou et al., 2021). In the context of academic performance, motivated parents actively monitor their children's school progress and encourage structured routines that support learning, often including personal hygiene habits such as regular bathing, oral care, and overall cleanliness. These results corroborate the Review of Related Literature, where Park et al. (2023) reported that students with strong parental motivation toward academic success demonstrate higher self-confidence, better self-regulation, and greater commitment to healthy behaviors, reinforcing the link between parental motivation and the development of students' self-confidence.

Parental motivation also significantly influences students' participation in extracurricular activities. Parents who encourage involvement in sports, clubs, and school organizations foster discipline, responsibility, and social skills. Maintaining proper personal hygiene is particularly important in these contexts, as it affects students' comfort, confidence, and social acceptance. Studies by Ramirez and Soto (2024) support the finding that parental encouragement of extracurricular engagement enhances adolescents' self-confidence and motivates them to maintain good hygiene and self-care behaviors.

Another important aspect of parental motivation is its influence on peer relationships. Parents who guide their children in developing positive social behaviors and respectful interactions strengthen adolescents' social confidence. Proper personal hygiene contributes to peer acceptance, as students who feel clean and presentable are more comfortable engaging with classmates. (Santos et al. 2023) found that adolescents who receive parental support focused on social development and self-care tend to have healthier peer relationships and higher self-confidence.

Extracurricular activities, structured programs, clubs, and events outside regular classroom instruction, such as sports, arts, academic clubs, and leadership organizations, play a crucial role in holistic student development. Participation in these activities helps students develop essential life skills, including time management, teamwork, leadership, and social interaction, which support personal growth and emotional maturity.

Research indicates that extracurricular involvement is associated with higher self-confidence and improved self-concept because students face challenges, take responsibility, and achieve goals in supportive group settings (Bernabe et al., 2025). Moreover, structured participation in extracurricular activities has been linked to better academic outcomes, including improved grades and stronger motivation, as students apply the discipline and perseverance learned through these activities to their schoolwork (Zarazaga-Peláez et al., 2024). Specific activities, such as sports, have also been shown to enhance students' confidence, social interaction, and resilience, reinforcing their participation in school life and promoting overall well-being (Aziz & Jahrir, 2025).

Overall, parental motivation reflected through support for academic performance, extracurricular activities, and peer relationships plays a crucial role in shaping students' personal hygiene practices and self-confidence. Consistent parental encouragement helps students establish healthy routines, maintain positive social interactions, and build confidence in both academic and non-academic settings.

Recent literature confirms that strong parental motivation during adolescence contributes to improved hygiene behaviors, emotional stability, and readiness to face academic and social challenges among senior high school students (Chen et al., 2025). The findings highlight the importance of collaboration between parents and educators in fostering students' holistic development and promoting both personal and academic growth.

Level of Self-Confidence

Students' self-confidence refers to their belief in their abilities, appearance, and social competence, which influences how they interact with others and engage in school activities. Self-confidence is closely linked to personal hygiene practices and the level of motivation and support received from parents, as these factors directly shape students' sense of self-worth and social comfort. Adolescents who feel confident are more likely to participate in class, build positive peer relationships, and maintain healthy routines. Recent studies emphasize that self-confidence is shaped by both internal factors, such as self-care behaviors, and external influences, including parental encouragement and the home environment (Wang et al., 2021). Moreover, high self-confidence among students is often associated with positive personal hygiene practices and strong parental motivation. Students who regularly practice proper hygiene, such as consistent bathing, oral hygiene, and hand and nail cleanliness, are more comfortable with their appearance and feel accepted by their peers, enabling them to participate actively in academic tasks, extracurricular activities, and social interactions. (Santos et al. 2023) found that adolescents who demonstrate good self-care habits tend to have higher self-esteem and confidence, while Ramirez and Soto (2024) emphasized that motivated parental support further strengthens students' confidence and willingness to engage in school-related activities, reinforcing the connection between these findings and the existing literature.

In contrast, low self-confidence can negatively affect students' academic performance, peer relationships, and overall school participation. Students who struggle with personal hygiene or lack parental motivation may feel insecure, avoid social interactions, and hesitate to participate in class. These feelings of discomfort can lead to withdrawal and reduced engagement in both academic and extracurricular activities. In line with the research by Alqurashi (2022), which indicates that adolescents with limited parental support and poor self-care routines are more likely to experience low self-confidence, which can hinder their personal and academic development.

High self-confidence refers to a strong belief in one's abilities, appearance, and social competence, enabling students to handle challenges more effectively and to participate actively in various aspects of school life. Students with high self-confidence tend to have a positive self-image, feel secure in their decisions, and are more willing to take on responsibilities and new opportunities. Consequently, they are more likely to engage in classroom activities, participate in discussions, join extracurricular events, and maintain healthy relationships with peers. Research shows that high self-confidence is associated with better academic performance and emotional well-being, as confident students display stronger motivation, resilience, and self-regulation when facing stress or setbacks (Park & Lee, 2022). Moreover, studies indicate that students with higher self-confidence experience fewer social anxiety symptoms and are better able to form supportive peer networks, which further strengthen their school participation and overall development (Garcia & Rivera, 2024). Therefore, high self-confidence is a key factor in students' success and overall growth, as evidenced by its improvement in both academic and social outcomes.

Overall, self-confidence is influenced by personal hygiene practices and parental motivation, and it plays a crucial role in students' school experiences. High self-confidence promotes active participation, positive peer interactions, and better academic engagement, while low self-confidence can restrict students' involvement and growth. These relationships support the focus of the present study, as examining how hygiene practices and parental motivation affect self-confidence helps explain differences in student engagement and development among senior high school students (Liu & Chen, 2024).

Significance of the Relationship Between Personal Hygiene Practices and Self-Confidence.

The findings of the study revealed a significant relationship between personal hygiene practices and students' self-confidence, indicating that daily self-care routines influence emotional well-being and social behavior. Students who consistently maintain hygiene practices tend to develop a more positive self-image. This contributes to increased participation in academic and social activities. Overall, personal hygiene plays a crucial role in adolescents' psychosocial development.

This is congruent with the study of Wang et al. (2021), adolescents who practice proper hygiene habits develop higher levels of self-esteem. These findings support the present study, suggesting that hygiene practices enhance students' willingness to communicate. In a similar vein, Smith (2021) found that students with strong self-

confidence demonstrate greater engagement and satisfaction in classroom environments. Consequently, proper hygiene contributes to active participation in both academic and social contexts.

In parallel, Brown and Larson (2021) emphasized that adolescence is a developmental stage in which appearance-related behaviors strongly influence self-image formation. This observation aligns with the results showing that consistent hygiene routines improve students' comfort with their appearance. Similarly, Wang et al. (2021) noted that students who feel confident about their cleanliness experience higher peer acceptance and motivation in school activities. As a result, students are more likely to engage actively in classroom and social activities.

In a similar manner, Moral-García et al. (2021) found that parental involvement in promoting healthy habits positively affects adolescents' psychological well-being and self-confidence. This finding confirms that parental reinforcement strengthens students' hygiene practices at home. In the same way, Darling and Steinberg (2020) emphasized that supportive parenting practices foster responsibility and consistent self-care behaviors.

Therefore, collaboration between home and school contributes to stronger self-confidence among students. Chen et al. (2025) highlighted that health education programs focusing on self-care improve adolescents' self-esteem and social competence. Alrajeh and Shindel (2020) reported that supportive educational environments promote student engagement and positive behavioral outcomes. These claims suggest that school-based hygiene programs can enhance students' confidence. Consequently, students who receive support in maintaining hygiene show better academic and social outcomes. Orazbayeva (2022) stated that personal development is a continuous process shaped by responsible daily behaviors and adaptive social readiness. Sen (2023) emphasized that environments fostering positive self-perception increase students' academic participation and success. These findings support the present study, demonstrating that personal hygiene practices contribute to emotional stability. Ultimately, students who feel confident in their cleanliness are more likely to engage actively in learning and achieve personal growth.

Significance of the Relationship between Parental Motivation and Self-Confidence.

The relationship between parental motivation and students' self-confidence is significant in understanding how parents' support and encouragement influence adolescents' emotional and social development. Parents who provide consistent guidance, emotional reassurance, and positive reinforcement help students develop a stronger sense of self-worth. Motivated parents create a stable and supportive home environment that nurtures adolescents' confidence and resilience. This highlights the pivotal role of parental support in shaping students' emotional stability and overall self-confidence.

Parental involvement strengthens adolescents' self-esteem by providing encouragement and guidance in academic and personal matters (Moral-García et al., 2021). Parental support also fosters responsibility, discipline, and the development of positive self-care habits, which further enhances self-confidence (Lee & Kim, 2024). These findings support the present study by showing that motivated parents help students feel capable and actively engage in both academic and social activities. Therefore, parental motivation is a key factor in promoting students' personal growth and school participation.

The influence of parental motivation is further enhanced when combined with support from educators and a positive school environment. Collaboration between parents and teachers reinforces positive behaviors and contributes to improved self-esteem, emotional stability, and discipline among students (Chen et al., 2025). Motivated parents complement school support by consistently encouraging self-care routines and confidence-building practices (Lee & Kim, 2024). This indicates that students develop stronger self-confidence when both home and school environments provide encouragement and guidance.

Multiple Regression Analysis on the Influence of the Domain of Personal Hygiene Practices and Self-Confidence

The regression analysis investigating the influence of parental motivation domains on students' self-confidence indicates that all three domains, emotional support, academic encouragement, and parental involvement, collectively have a significant impact on students' self-confidence. This finding suggests that parental

motivational practices play a crucial role in shaping adolescents' confidence in their abilities, appearance, and social interactions. However, among the domains, emotional support emerged as the strongest predictor, followed by academic encouragement, while parental involvement showed a positive but comparatively weaker influence.

Research conducted by Cheung et al. (2021) emphasizes that parental emotional warmth and responsiveness significantly contribute to adolescents' psychological security and positive self-concept. Emotional support provides a stable foundation where students feel valued, understood, and accepted, which strengthens their internal sense of worth. When parents consistently provide encouragement, empathy, and affirmation, adolescents are more likely to develop strong self-esteem and social confidence. This supports the regression findings, which highlight emotional support as the most influential predictor of self-confidence.

Similarly, academic encouragement was found to significantly influence students' self-confidence. Parents who motivate their children to set goals, persist through challenges, and value academic achievement help foster a sense of competence and self-efficacy. Wang and Sheikh-Khalil (2020) noted that parental autonomy support and academic motivation positively affect adolescents' confidence and intrinsic motivation. When students perceive that their parents believe in their academic abilities, they internalize this belief, strengthening their self-confidence not only in school tasks but also in broader life situations.

On the other hand, while parental involvement contributed positively to the regression model, its predictive strength was weaker compared to emotional support and academic encouragement. This suggests that involvement alone may not directly determine self-confidence unless it is accompanied by warmth and encouragement. Barger et al. (2022) explain that parental involvement promotes adolescents' psychological well-being when it is supportive rather than controlling. Excessive monitoring or pressure may reduce autonomy, which can limit confidence development. Therefore, the quality of involvement appears to be more important than the frequency of involvement.

The domains of parental motivation are interconnected and mutually reinforcing. Emotional support strengthens the impact of academic encouragement, while constructive involvement provides structure that sustains motivational practices. Although the strength of influence varies across domains, each contributes to the holistic development of students' self-confidence. The findings suggest that while emotional support serves as the strongest direct predictor, academic encouragement and balanced involvement remain essential components in fostering confident, resilient adolescents.

Multiple Regression Analysis on the Influence of the Domain of Parental Motivation in Self-Confidence

The regression analysis investigating the influence of parental motivation on students' self-confidence indicates that parental motivation significantly predicts students' self-confidence when examined collectively. Self-confidence was reflected through academic performance, participation in extracurricular activities, and peer relationships. The results demonstrate that parental encouragement, guidance, support, and involvement are not merely complementary factors but essential determinants in shaping adolescents' beliefs in their abilities and social competence during their senior high school years. Among the indicators, academic performance emerged as the strongest manifestation of self-confidence influenced by parental motivation, followed by participation in extracurricular activities, and lastly, peer relationships.

Research conducted by Hill and Wang (2021) suggests that parental academic encouragement significantly enhances students' academic self-concept and strengthens their belief in their capacity to succeed. When parents reinforce effort, persistence, and goal orientation, students internalize positive competence beliefs, which directly influence their academic confidence. This explains why academic performance ranked highest in the regression findings. Academic success, reinforced by parental motivation, becomes a primary source of self-evaluation during adolescence, thereby strengthening overall self-confidence.

Similarly, participation in extracurricular activities was significantly influenced by parental motivation. Fredricks and Eccles (2020) emphasize that parental support for extracurricular engagement provides adolescents with structured opportunities to explore interests, develop leadership skills, and experience achievement beyond academics. These mastery experiences broaden students' competence domains, reinforcing

their global self-confidence. The regression results support this, showing that extracurricular involvement serves as a critical pathway through which parental motivation translates into enhanced self-belief.

Peer relationships, while ranked lowest among the indicators, remained a significant manifestation of self-confidence shaped by parental motivation. Wentzel and Muenks (2022) explain that adolescents raised in supportive and communicative family environments demonstrate stronger emotional regulation and interpersonal skills. Parental modeling of constructive communication and social guidance equips students with the confidence to navigate peer interactions effectively. Although its predictive strength was comparatively smaller, peer acceptance remains fundamental to adolescents' sense of belonging, which is a core component of self-confidence.

Overall, the findings provide robust empirical evidence that parental motivation functions as a multidimensional and foundational influence on students' self-confidence. The ranking of indicators suggests that parental motivation most strongly reinforces competence-based confidence (academic performance), followed by skill-development confidence (extracurricular participation), and social confidence (peer relationships). While each indicator varies in magnitude, they collectively demonstrate that parental motivation permeates multiple developmental domains.

From a theoretical and practical standpoint, these results affirm that self-confidence in adolescence is not developed in isolation but is significantly shaped by sustained parental engagement across academic, social, and developmental contexts. The interconnectedness of these domains implies that strengthening parental motivational practices can produce cumulative and reinforcing effects on students' confidence. Therefore, school-based parent education programs and family engagement initiatives should prioritize structured academic encouragement, supportive involvement in extracurricular activities, and guidance in social development. Such comprehensive approaches are likely to yield greater and more sustainable improvements in students' self-confidence and overall developmental outcomes.

CONCLUSION

This study examined the relationship between personal hygiene practices, parental motivation, and self-confidence among senior high school students. The results show that students generally exhibit personal hygiene practices and parental motivation. Additionally, students' self-confidence was found to. These findings indicate that both personal behavior and family support play significant roles in students' overall well-being. Therefore, the study highlights the importance of addressing both hygiene practices and parental involvement to support students' self-confidence.

The level of personal hygiene among students reflects self-confidence, showing that they generally maintain their daily self-care routines. The highest mean was observed for bathing frequency, indicating that this practice is most consistent. This suggests that students are aware of the importance of this hygiene behavior. Proper hygiene is essential for students' physical health and social acceptance. Therefore, maintaining consistent hygiene practices can improve confidence and school participation.

The level of parental motivation was found to be self-confidence, reflecting the extent of parental involvement and encouragement. The highest mean in parental motivation was observed in extracurricular activities, indicating that parents strongly support this aspect. This indicates that parental guidance and support are significant factors in students' daily routines. Strong parental motivation helps students develop discipline, responsibility, and confidence. Therefore, parents' active role is essential in reinforcing positive behaviors and supporting students' self-esteem.

The level of self-confidence among senior high school students indicates their overall belief in their abilities and appearance. Students with higher self-confidence are more likely to participate actively in school activities and social interactions. They also show better resilience when faced with challenges. Conversely, students with lower self-confidence may struggle with social anxiety and academic participation. Therefore, enhancing self-confidence is crucial for students' overall development and well-being.

The study revealed a significant relationship between personal hygiene practices and self-confidence. This study indicates that students' hygiene behaviors are linked to their confidence levels. Similarly, the relationship between parental motivation and self-confidence was significant, suggesting that parental support is associated with students' confidence levels. These findings support the idea that both personal behavior and family influence are important in shaping students' self-image. Therefore, strengthening hygiene practices and parental motivation can help improve students' self-confidence.

Finally, the combined influence of personal hygiene practices and parental motivation on self-confidence was significant, indicating that both variables collectively affect students' confidence. This finding leads the researchers to conclude that personal hygiene practices and parental motivation are significant contributors to students' self-confidence, and therefore, should be prioritized in student development programs. Moreover, the results support rejecting the null hypothesis that there is no significant relationship between personal hygiene practices, parental motivation, and students' self-confidence. Consequently, schools and families should work together to support students' self-care habits and emotional development by promoting proper hygiene practices and strengthening parental support. Overall, the study concludes that promoting these factors is essential for students' holistic growth and improved self-confidence.

RECOMMENDATIONS

School administrators are encouraged to prioritize programs that strengthen parental involvement and motivation, as these significantly influence students' self-confidence across academic and social domains. Schools may organize parent education seminars and orientations that emphasize the role of encouragement, guidance, and emotional support in enhancing students' academic performance and confidence. According to Hill and Wang (2021), structured school initiatives that actively engage parents improve students' self-belief and academic outcomes.

Educators are recommended to create classroom environments that recognize and reinforce the positive effects of parental motivation on students' academic performance. Teachers may provide regular feedback to parents regarding students' progress and encourage home-based academic support. Wentzel and Muenks (2022) emphasized that collaboration between teachers and parents strengthens students' academic self-confidence and motivation, particularly when expectations are consistent across home and school settings.

Parents play a crucial role in encouraging students' participation in extracurricular activities, which significantly contribute to the development of self-confidence. It is recommended that parents actively support their children's involvement in sports, clubs, and school organizations by recognizing effort and achievement rather than focusing solely on outcomes. Fredricks and Eccles (2020) highlighted that parental encouragement in extracurricular participation enhances adolescents' leadership skills, social competence, and overall self-esteem.

Schools are also encouraged to support students' peer relationship development by implementing programs that foster social skills, teamwork, and respectful communication. Activities such as group projects, peer mentoring, and leadership training can be strengthened through parental involvement and reinforcement at home. According to Santos and Dela Cruz (2023), adolescents who experience consistent guidance from both parents and schools demonstrate greater confidence in social interactions and healthier peer relationships.

Guidance counselors and student development personnel should design intervention programs that integrate parental motivation and self-confidence enhancement. These programs may include parent-child workshops, counseling sessions, and confidence-building activities that focus on academic resilience, social interaction, and participation in school life. Chen et al. (2020) emphasized that coordinated psychosocial interventions contribute significantly to adolescents' positive self-concept and emotional well-being.

Future researchers are encouraged to expand this study by including additional variables such as peer influence, school climate, and digital parental involvement that may affect students' self-confidence. Employing mixed-methods or longitudinal research designs could provide deeper insights into how parental motivation influences academic performance, extra-curricular engagement, and peer relationships over time. Lee and Kim (2024) noted that comprehensive research approaches enhance the depth and applicability of findings related to adolescent development.

Lastly, policymakers are encouraged to develop and strengthen educational policies that promote family engagement, student confidence, and holistic development. Allocating resources for parent education programs, student leadership initiatives, and school–community partnerships can help sustain positive outcomes in students’ academic and social lives. Recent studies emphasize that policy-driven family–school collaboration plays a vital role in fostering confident, motivated, and socially competent adolescents (UNESCO, 2022)

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