

THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC MOTIVATION OF GRADE 11 AND 12 SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The goal of this research is to know the correlation between parental involvement and academic motivation among Grades 11 and 12 senior high school students. The descriptive-correlational approach was used in this research. Furthermore, a universal sampling technique was used, resulting in 206 respondents out of the 796 total population. The parental involvement rating scale and academic motivation scale were applied to quantify parental involvement and academic motivation, respectively. The mean was utilized to determine the extent of parental involvement and level of academic motivation. Moreover, Pearson R was employed to test the significance of both parental involvement and academic motivation. The study concluded that parental involvement was sometimes evident among parents of students. In the same way, the academic motivation of senior high school students in Grades 11 and 12 was moderate. Lastly, parental involvement and academic motivation have proven to have a significant but low-to-negative relationship. This means, that when parents show high involvement in students' academic learning, this results in students having less motivation academically; this also happens vice versa. It is recommended that parents and students talk about their preferences regarding how parental involvement is enforced to have better academic motivation. Teachers should also communicate with their student's parents to inform them of their child's preferences regarding their participation in learning.

Keywords: academic motivation, parental involvement, correlational research, Pearson R

INTRODUCTION

Students must be highly motivated academically in order to accomplish their studies.

However, due to current circumstances, academic motivation has gradually dwindled, negatively impacting students' academic performance. The level of academic motivation of

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learners is one of the elements that determine their outcomes (Chen and Lu, 2015; Trolan et al., 2016; Roksa and Whitley, 2017). Academic motivation is described as students' enthusiasm or desire to improve themselves academically (Hulleman et al., 2016). Students that lack motivation are identified to have a higher chance of underachievement (Scheel et al., 2009, as referenced in Koyuncuolu, 2021).

Prior research in Italy has revealed that students' academic motivation throughout the years has declined. This pattern appears to be consistent among levels of education, and motivating variables have decreased as well (Lazowski and Hulleman, 2016; Scherrer and Preckel, 2019). On the other hand, within, Indonesia, Papua, and West Papua have the lowest Human Development Index (HDI) compared to other Indonesian provinces. Economic, social, political, and demographic issues may also influence students' motivation to learn, and teachers are required to assist pupils in improving their enthusiasm to learn. In courses of local development, developing countries' education receives insufficient emphasis (Triyanto, 2019). Because of this, there are 30% of Papuan youths do not complete elementary and secondary education also around 50% of primary kids and 73% of junior high school kids in remote regions drop out (UNICEF, 2017).

In a study conducted in the Philippines, lack of motivation results in several problems such as being tired and becoming sleepy at school. This is because some of their teachers do not know how to deliver topics that they need to learn and thus making them sleepy. If they are being sleepy at school this leads to the teacher scolding them and making their academic motivational lower. If this continues there is a high chance that they will lose interest in going to school (Salanga & Bernardo, 2016). As such, children with no guidance and support from their parents continue to wander the streets of Tagum City and have less motivation to go to school. According to Tagum City Government (2017), 381 children were rescued wandering the streets of Tagum from July to December 2016, with more than half of them being out-of-school youths.

Some of these children have violated curfews, stolen goods or money, caused public disturbances, and snuffed vulcaseal. As per the CSWD office, dysfunctional families led to these children engaging in these acts. Having a dysfunctional family would not guide the children in their lives or encourage them to enroll in education.

Parents play an essential function in their children's education, such as doing homework (Froiland, 2020; Moe et al., 2018). Showing parental involvement has a crucial impact on students' academic motivation (Mahuro and Hungi, 2016) and behavioral engagement in facing school tasks.

The researchers have discovered other studies related to parental involvement and academic motivation that studied their relationship and use of different respondents. However, no studies were conducted on senior high school students in Grades 11 and 12 in the current locality of Tagum City.

The purpose of this study was to determine the association between parental involvement and academic motivation of Grades 11 and 12 students at a private institution in Tagum City. Also, the researchers wanted to discover the level of parental involvement needed for one student to be more motivated to learn and the level of student's motivation for the parent to be more involved. The findings of this study wished to contribute to parents and teaching personnel for both variables were directly related to them. With the parents, they can understand their effect on their children based on the level of involvement. At the same time, teaching personnel can find ways to improve their students' motivation and lead them to academic success.

OBJECTIVE OF THE STUDY

This study explored the relationship between parental involvement and academic motivation of Grades 11 and 12 senior high school students at a private institution in Tagum City, Davao Del Norte, for the SY: 2021-2022.



Specifically, the following objectives were formulated:

1. To measure the extent of parental involvement;
2. To measure the level of Grades 11 and 12 senior high school students' academic motivation; and
3. To determine the significant relationship between parental involvement and academic motivation of Grades 11 and 12 senior high school students.

METHODOLOGY

This study is quantitative research that employed descriptive-correlational analysis in the treatment of data. Descriptive research focuses on what, rather than how or how a phenomenon has happened (Nassaji, 2015). The set design is appropriate considering that this dissertation intended to describe the accurate profile of the students as respondents concerning their level of academic motivation and parental involvement.

Correlational design, on the other hand, searches for correlations between two or more factors. Simply stated, it is the two variables' intensity or direction of their relationship (Bhandari, 2021). Using this design, the researcher estimated the magnitude and significance of the relationship between parental involvement and academic motivation.

The aforementioned study was conducted on senior high school students in Grades 11 and 12 of a private academy in Tagum City. A universal sampling technique was used in selecting respondents for this study. The SHS students of Grades 11 and 12 at a private school in Tagum City, which has a total population of 796, were treated as the respondents of this research.

To obtain data that answers the research questions and adopted survey questionnaires were used.

Parental Involvement Rating Scale (PIRS).

To measure the amount of parental involvement experienced by the students, the researchers used the Parental Involvement Rating Scale developed by Gafoor and Naseema (2001). There are 92

statements on this scale. Against each statement, 3 responses were 'Always True', 'Sometimes' and 'Never True'. The Cronbach's α value of the developed factors was very high, at 0.91. The Cronbach's α coefficient was 0.50 for Factor 1 (parental acceptance); 0.54 for Factor 2 (parental aspiration); 0.61 for Factor 3 (parental attention); 0.64 for Factor 4 (parental encouragement); 0.73 for Factor 5 (parental guidance); 0.64 for Factor 6 (parental influence); 0.53 for factor 7 (parental decision making); 0.50 for factor 8 (parental provision of physical facilities); and 0.56 for factor 9 (parental care to physical fitness of child). Based on these results, the measuring instrument's internal consistency is good and very reliable.

The Academic Motivation Scale. To measure student academic motivation, the researcher used the Academic Motivation Scale developed by Vallerand et al. (1989). The tool is composed of 28 items on a 4-point Likert-type response format having values ranging from, A lot (4) to Not much (1). Internal consistency was reported for all seven subscales (average Cronbach's alpha = 0.81, min=0.62, max=0.91). Test-retest reliability was estimated for a one-month period for the subscales (mean test-retest correlation = 0.79, min=0.71, max=0.83).

The data were interpreted through Mean and Pearson-r. These statistical treatments functioned to quantify the results and establish relationships between variables.

The primary consideration of this research was the SHS students in Grades 11 and 12 at St. Mary's College of Tagum, Inc. The researchers guaranteed the well-being of their respondents by adhering to moral principles. Moreover, the ethical norms stipulated in the Belmont Report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (1978), respect for people, beneficence, and justice were strictly observed.

Respect for persons is the ethical principle that emphasized the protection of the autonomy of all people and treating them with courtesy and respect and allowing for informed consent (National Ethical Guidelines, 2017). In the



implementation of this study, the researcher will use Google Form-type Informed Consent Forms for the respondents that ensured that the respondents are well-informed of the study and the nature of their participation before they voluntarily participated as it will be evidenced by their checked checkbox as equivalent to their signatures. Details in the Informed Consent included the study's purpose/aim, research procedures, emphasis on voluntary participation, possible risks, benefits and remuneration, the researcher's responsibility for the entire duration of the study, provisions on privacy and confidentiality, and other important information. Since participation is voluntary, the respondents will not be coerced in any manner and will have the right to withdraw their participation if they wanted to for whatever reasons at any time when they desired to do so.

The respondents do not directly relate to the researcher who will administer the questionnaires and therefore will have no conflict of interest or asymmetrical power relation. The researchers will ensure that the questions are not psychologically invasive. Additionally, the tools are made of general and non-sensitive items and questions which have been used in studies including minors. However, just to be safe, the researcher also included the email address (admin@smctagum.edu.ph) of the guidance counselor.

The researcher will ensure the privacy and confidentiality of the respondents and their responses. The only time the researcher asked for their e-mails will be during the administration and filling out the Google Form-type Informed Consent forms. Their names as well as their e-mails will not be collected during the administration of the tools. They will only be named as R1, R2, R3 and so on.

Additionally, the respondents were not forced to reveal any personal information to the researcher that they do not wish to reveal. This included the information which was asked in the questionnaires. They were free not to answer questions or items they do not want to answer. The data or information they provided was treated with complete anonymity and utmost confidentiality by means of discrete coding. No individual identities

were used in any reports, presentations, or publications resulting from the research study. All research data or information were kept in locked files at all times (for material copies) or password-protected folders (for electronic copies). Only the principal investigators will have access to the files.

After the research study was completed, the data collected were retained for three (3) years and destroyed immediately thereafter in a secure manner that would prevent unauthorized access, use, or disclosure to any other party or the public or in a manner prescribed by law.

Beneficence relates to the commitment of the researcher to augment the advantages for the respondents while limiting risk. Boosting potential advantages obliges a sound research plan, along these lines, requires a thorough audit. The reason for this investigation was disclosed to the respondents for them to completely comprehend the significance of this study and hence, they will be shielded from any risk (Siegle, 2015).

The results of the study will be beneficial to the respondents for the following reason the results of the study can be used to assess their level of role-breadth self-efficacy, organizational-based self-esteem, and self-perceived employability for future professional development.

The researcher also ensured that no harm was incurred to the respondents. The items in the tools and questionnaires were not of any clinical or harmful nature. Tools used were self-administered and no skill was needed to administer the tests. If they felt discomfort during the study, they had the choice not to respond to questions that made them feel any psychological discomfort. They can withdraw as one of the respondents if they feel that they cannot relate to the data being asked. The researcher values the participation of the respondents and will place their welfare as the highest priority during the study.

The possible risk of conducting a survey is the danger of contacting COVID. As precautionary measures, the researchers will only employ online administration.

Justice pertains to treating respondents with reasonable impartial treatment to share equitably the burden and the benefits that can be



gained from the study. In this sort of ethical consideration, two contemplations relating to equity were consented to be specific: impartial determination of the members and avoidance of exploitation with helpless populaces (Siegle, 2017).

RESULTS AND DISCUSSION

1. Extent of Parental Involvement

Table 1
Extent of Parental Involvement

| Item | Extent of Parental Involvement | |
|--|--------------------------------|------------------------|
| | Mean | Descriptive equivalent |
| Parents conduct tests to know about my level of learning | 2.41 | Never true |
| It is parents who work out my homework | 1.33 | Always true |

Table 1 shows the extent of parental involvement. The item “Parents conduct tests to know about my level of learning” has the highest mean, 2.41, with a descriptive equivalent of Never True. On the other hand, the item “It is parents who work out my homework” has the lowest mean of 1.33, with a descriptive equivalent of Always True.

The extent of parental involvement has a category mean of 1.86 with a descriptive equivalent of "sometimes." This means that parental involvement was just moderate. The standard deviation of 0.66 (SD<1.00) indicates the homogeneity of the responses to this variable. Parents work out students’ homework. Parents conduct tests to know the level of learning of their children. The results further show that though parents are the ones that work out students’ homework, they still test the students’ level of understanding.

The findings show that parents do not test their children. This idea agrees with Lam et al. (2015), parents of high-achieving students who heed their children’s grades were able to see the depth of their children's learning. Similarly, according to a post hoc Tukey test, Hispanic

families spoke with their child's teacher about their learning less frequently (Smith, 2020). Furthermore, parents believed the issue stemmed from a lack of learning discipline at home (Putri, 2020).

This result shows that the parents are involved in the schoolwork of their youngsters. According to Hoover et al. (1995) and Hoover-Dempsey et al. (2001), parents agree that they have an important role in homework. Homework help reports that it is particularly effective in improving performance (Epstein, 1986; Sanders et al., 1999; Fan et al., 2012). Parental behavior supports this belief. 90% of parents say they have reserved homework for themselves, and 85% say they are done (Arnold, 2005). However, according to Muir (2020), one of the things that help children grow academically is good homework. It benefits children because learning is not something that happens overnight. It takes effort, time, and practice. When parents do their children’s homework, they strip them of the chance to learn and grow. While ghostwriting that essay or putting together that project may help your children ease things, it will not help them improve.

2. Level of Grade 11 and 12 Senior High School Students’ Academic Motivation

Table 2
Level of Grade 11 and 12 Senior High School Students’ Academic Motivation

| Item | Level of Grade 11 and 12 Senior High School Students’ Academic Motivation | |
|--|---|------------------------|
| | Mean | Descriptive equivalent |
| Because I want to show myself that I can succeed in my studies | 3.55 | A lot |
| I once had good reasons for going to school; however, now I wonder whether I should continue | 2.28 | Some |

Table 2 shows the level of grade 11 and 12 senior high school students’ academic motivation. The item “Because I want to show myself that I can succeed in my studies” has the highest mean of 3.55 with the descriptive equivalent of A lot. On the other hand, the item, “I once had good reasons for



going to school; however, now I wonder whether I should continue,” got the lowest item mean of 2.28 with a descriptive equivalent of some.

The level of grades 11 and 12 senior high school students’ academic motivation has a category mean of 3.18, with a descriptive equivalent of some. This means that the academic motivation of SHS students in Grades 11 and 12 is just moderate. The standard deviation of 0.75 (SD<1.00) shows the homogeneity of the responses to this variable. The students were doubtful about their reasons for going to school. However, the students want to succeed in their studies. The results further show that, though the students are doubtful of their reasons for going to school, they still want to succeed in their studies.

The results show students wanted to show themselves that they can succeed in their studies. This result is supported by the studies of Tinto (2017) that suggest self-efficacy is the cornerstone of student achievement. Students must believe in their ability to succeed in their studies. Moreover, according to Appleby (2017), students need to succeed in their education to find a better job after they graduate. Students who have long-term life and professional ambitions consider education the first step toward those goals. It can improve students’ daily and semester-to-semester motivation as they view each course as a segment of a bigger sum that will profit in their future outcomes. (Stewart, 2019).

Generally, the results have shown that students once had a good reason to go to school, but now they are doubtful. According to Visser et al. (2018), students explained that the programs and other educational activities had a few uncertainties, which resulted in their dropping out of their degree. Additionally, according to Speiller (2017), high school students decide whether to continue or stop studying. They have doubts about the students’ ability to carry out their responsibilities properly and about the support they may receive from others (Eskilsson et al., 2015).

3. Relationship between parental involvement and academic motivation of Grade 1 and 12 senior high school students

Table 3 shows the significant relationship between parental involvement and academic motivation of Grade 11 and 12 senior high school students. The table shows that parental involvement is negatively correlated to academic motivation (p<0.05).

Table 3
Relationship between parental involvement and academic motivation of Grade 11 and 12 senior high school students

| | Mean | SD | R value | P value | Decision |
|----------------------|------|------|-------------|---------|----------|
| Parental Involvement | 1.86 | 0.66 | -0.342 | | 0.000 |
| Academic Motivation | 3.18 | 0.78 | Significant | | |

Parental involvement and academic motivation have an r-value of -0.342, showing a low negative correlation. The study results showed that the independent variables significantly correlate with the dependent variable.

The result shows that parental involvement and academic motivation were negatively correlated. This result is supported by the findings of Coleman & McNeese (2009), the relation between parental involvement and student motivation was reversed, as was the connection between parental involvement and school performance. These opposite relationships mean that increased parental participation is usually accompanied by a decline in both student motivation and academic performance. Parental involvement and student motivation, and the opposite relationships between parental involvement and academic performance, were unexpected.

Additionally, according to Shriffrin & Liss (2017), college students’ motivation shifts when their mothers engage in helicopter parenting to the point where students care more about their grades and avoiding failure than truly learning from their education. Furthermore, they create a mindset where they fall short of their mother’s expectations. Students become less likely to achieve in their education when they focus more on grades than on the process. When parents are more involved in

their children's learning, the more entitled the child feels to assistance. This decreases students' motivation (Fitzsimons & Finkel, 2011) and their ability to master their learning themselves (Hong et al., 2015), which can give the appearance that students cannot achieve by themselves without further judgment from their parents.

However, according to the findings of Fan et al. (2012), parents who reported high expectations for their children's higher education tended to have children who were very confident in their abilities. Complete academic and essential motivation. Additionally, relations between parental involvement and academic motivation were positively correlated. Parental values that students perceive concerning education are perceived as parents' feedback on academic performance (Chow et al., 2007).

Moreover, many of these positive, extrinsic, and motivational aspects can be provided by a parent, but it must be thought through the correct ways in which motivation is given and received by the student. Essentially, the child should have a sense of self-efficacy because when they believe that they can achieve, then they will (Pint Rich, 2004). Students will not pursue a goal if they think that it is impossible to reach. Extrinsic motivation causes students to see a greater number of goals as impossible, whereas an intrinsically motivated student believes that anything is possible with effort and sees a smaller number of goals as unattainable. At this point, parental involvement is crucial.

CONCLUSIONS

Conclusions were drawn in this section based on the findings of the study.

1. Parental Involvement is sometimes evident among parents of students.
2. Academic Motivation of Grades 11 and 12 senior high school students is moderate.
3. Parental Involvement and Academic Motivation showed a significant but low negative correlation.

RECOMMENDATIONS

The following are the recommendations of the study:

1. Students may express to their parents their preferences regarding their educational needs.
2. Teachers may communicate with the parents to inform them of their children's preference regarding their educational needs.
3. Parents may give freedom to their children's academic endeavors.
4. Guidance offices in the private schools in Davao del Norte should create programs that inform parents regarding their child's educational involvement preference.
5. Similar study may be conducted using other grade levels of students, such as Junior High School and college students as respondents.
6. The researcher also recommends future studies related to this study on different field such as academic achievement, as studies have also shown that parental involvement and academic motivation affect the attainment of every student.

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Arwin A. Varquez studied at Magugpo Pilot Central Elementary School during his elementary years and received his award as the most consistent and thrifty student in 2010. He completed his four-year junior high school and took Technical Drafting as his major subject at Tagum National Trade School in 2016. He also received an award for most punctual, excellent attendance, and a with honors certificate in Grades 9 and 10. He is currently graduating STEM (Science, Technology, Engineering, and Mathematics) student at St. Mary's College of Tagum, Inc. During his 11th-grade year; he was a high honor student in the said school.



Angelo Maureal is a graduating STEM (Science, Technology, Engineering and Mathematics) student at St. Mary's College of Tagum, Inc. He finished his elementary years at La Filipina Elementary School. After his graduation, he proceeded to the La Filipina National High School and graduated his junior high school year. He then took up strand STEM for his Senior High School year.



Danrey James D. Torres is a graduating student of St. Mary's College of Tagum Inc. for the strand Science, Technology, Engineering, and Mathematics (STEM). He graduated his Elementary years from Suaybaguio-Riña Elementary School in the year (2016), and for his Junior High School years, he graduated from La Filipina National High School in the year (2020) and became a member of (NDEP) National Drug Education Program/Barkada Kontra Droga Club during his Junior High School years.



James Neil C. Masepequiña has finished his elementary education at Magugpo Pilot Imelda Elementary School SPED Centre in 2016 with a most diligent award. He graduated junior high school at

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Ruth E. Arig finished her Elementary Education at Marcos P. Estoque Elementary School (MPEES) in 2016 with a responsible award. She graduated from Junior high school at St.

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Grant Dominic M. Galang graduated from Hijo Elementary School with honors and received the Most Obedient Award in 2016. His junior high school education was completed at St. Mary's

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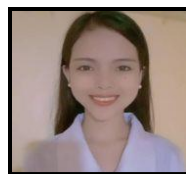
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Cherlyn O. Granada finished her elementary years at La Filipina Elementary School with honors and received an award for "dancer of the year". She finished her Junior High School at La Filipina

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