

Students' Vision and Parental Motivation

Jerald Moneva¹, Tricia Mae Logarta²

Teacher¹, Student², Senior High School Department, Jagobiao National High School, Cebu, Philippines
freezingfire1979@gmail.com¹, tricialogarta7@gmail.com²

Asia Pacific Journal of
Academic Research in
Social Sciences
Vol. 5, No. 1, 35-41
ISSN 2545-904X (Print)
ISSN 2704-4157 (Online)
www.apjarss.org

Date Received: December 19, 2019; Date Revised: May 7, 2020

Abstract –Parental motivation has always been an essential component of every student to their school academics. It has been constantly important in the progression of the students in their school. The study is titled “Students Vision and Parental Motivation” this is in Quantitative design as it aims to know the level of parental motivation to the students and the correlation between students' vision towards their studies. The respondents of this study were all Grade 11 and Grade 12 students in the Senior High School Department with the total respondents of 239 in Jagobiao National High School. The methodology used was survey with 10 indicators in each variable in total of 20 indicators. The collected data had been analyzed by the use of chi – square as it determines the relationship in each variables student' vision and parental motivation. The result of the study showed that students' vision had a Significant Correlation between parental motivation. In addition, the researchers found out that there are parents who are giving motivation to their child but they are not showing their motivation extrinsically. In relation to that, students who have a high level of interest are most commonly succeeded in the future. Moreover, parental motivation plays a crucial role to student's achievement for it gain students interest to do well in school. With that, the parent-child relation will improve because they are able to help their children's success.

Keywords – Jean Piaget's Concept of Adaptation, Parental Involvement, Parental Motivation, Students; Vision.

INTRODUCTION

Parental motivation has always been an essential component of every student to their school academics. It has been constantly important in the progression of the students in their school. Parental involvement or parents who give motivation to their child has a better academic outcome. Both private and public schools have program where in there are a lot of activities, paper works, performance tasks, etc. that could help the students to enhance their skills and academic performances. Students who have motivational support from their parents have a big impact to their careers where it gives them a lot of opportunities for success. For students with lack of interest in school, it would be helpful to motivate their children. It is important to know the vision of the students if there is a high possibility of the students' development in school when their parents motivate in relation to their academic development and in their skills as well.

The study was completed at the Jagobiao National High in the strands HUMSS(Humanities and Social Sciences), ABM (Accountancy and Business Management), GAS (General Academic Strand), STEM(Science Technology Engineering and Mathematics), and TVL- Drafting (Technical

Vocational Major in Drafting) in the school year 2019 – 2020.

Parents are always reminding their children that education is the only solution to help them in future. In that way, students are motivated to do well in school and others are pressured [1]. If they have a good beliefs to their students' performance in school are expected to succeed [2]. It should be noted that the developed skills that was adopted by students to their parents such as guidance and motivation can increase students interest and students performance that can make them more motivated to do well in school and that can lead them to have enough disciplines and balanced life in the future [3].

There are parents who show their motivation to their children through participating in school activities in order for their children to remove deficiencies [1]. Parental motivation is important in children's education in order to have a positive outcome in their studies [2]. Parents who give rewards to their children might increase their interest in their studies and become habitual [3]. Parental involvement in school helps students to have an opportunity which is important to increased students success [4]. Parents have their beliefs that it is important to give their

children an enough education for them to have a good future and that is why other parents are trying their best [5]. But it is significant if parents give students a motivation to engage their selves in school [6]. In the study of Chohan and Khan [7] showed that parents and siblings contributed a significant role that made their children improve in his performance in school. In child's education, parents' participation is crucial for they give contribution to the society [8]. Parents who believe in their children about their performance in school are most likely to adapt different ways to excel in their class with the help of the assistance of their parents [9]. In child's education, parents should involve their selves in the process of learning of their children in order for their children to excel academically [10]. Students' perception towards family involvement in students learning has an important role, but parents who are controlling their children tends to have a negative effect [11]. Parents should have strategies on how they can give contribution in their children's education [12]. There are parents who will make choices for their child which made them loses interest [13]. But, there are parents who will give time to their children to teach them how to manage their studies and to help them [14]. That is one of the reasons why parents are the important components in child's achievement [15].

Students' vision is the own perspective of students on how and where they get motivated for them to increase their level of interest in their studies. Students consider as academic motivation as important for them to gain interest in their studies [16]. Motivation has an impact in child's education for it helps to shape the future of the students [17]. Students who perform better in school is more motivated [18]. The higher the interest of the student towards to a certain subject, the higher they get a better outcome [19]. According to Saucer [20] that student's interest should be assessed as a reflective practice so that it can gain access in their academic aspect. In order for the students to gain access academically, students also have the needs with the use of technology to be interested and motivated for it helps students' success [21]. But, doing too many exercises may lead students loses interest and can affect their motivation negatively for they will be pressure [22]. Being interested in something means that students may have positive feeling towards it and they are mostly eager to learn about it [23]. That's why students find a way to motivate their selves as learners for them to improve the level of their learning [24]. Students should be encouraged their selves to

link with people who they think that can help them to improve [25]. Education can help the students to have a brighter future and to have a right personality [26]. Those students who have lack of motivation are mostly not having some interest in their studies [27]. Interest can predict students' success including future course that students are going to take and performance [28]. If students have a positive attitude towards to a certain subject, then the students have a advance level of interest that also can assist the students to improve their skills [29] Therefore, students have the full responsibility to encourage and motivate their selves including others for them to have a professional degree or course in higher education [30].

This research titles *Students Vision and Parental Motivation* will benefit the following:

Students of Jagobiao National High School will benefit this study for they will know the correlation between students' vision and parental motivation that can help them to gain more interest in studies.

Parents of the students of Jagobiao National High School will be able to gain advantage the findings of the study. They will able to know the level of parental motivation to students and can help their children to motivate them more.

Teachers of Jagobiao National High School can benefit the finding of the study. The result will help them on how to handle students and to know the actions and attitude of students in school especially to those who are lack of motivation.

Community will know the importance of having a motivation and its differences. It is important to know the differences of students' vision and parental motivation for it can be helpful to them and to give motivations to others as well.

Researchers will benefit the study as well for it helps them to gather important information and to know the importance of motivation as a student and as the researchers as well that can help them to have more interest in their studies.

Future researchers, will benefit the finding of the study, it will help them to have an idea about the students vision and parental motivation and to have a references that can help the improvement of their study.

Parental motivation plays a crucial role that every student needed. In order for the student to gain interest in their studies, parents should extend motivation to their children to have a strong effect in their academic performances. This study students vision and parental

motivation was supported by different articles that serve as its basis.

OBJECTIVES OF THE STUDY

The study intends to assess the correlation in each variable the students' vision and parental motivation. In particular, the study intends to know the level of parental motivation to the students and the level of attitude of students in their vision towards their studies; and the association between the two, if any.

METHODS

This chapter contained the methods and important information that was used in the development of the study. It included the research design, environment, instrument, data gathering procedure, and statistical treatment.

Design

This quantitative descriptive correlational design was extended to examine the variables between the students' vision and parental motivation.

Environment

The study was made in the Senior High School Departmental the Jagobiao National High School in the strands HUMSS(Humanities and Social Sciences), ABM (Accountancy and Business Management), GAS (General Academic Strand), STEM (Science Technology Engineering and Mathematics), and TVL-Drafting (Technical Vocational Major in Drafting) in the school year 2019 – 2020.

Respondents

The chosen respondents were all the students particularly in Grade 11 and Grade 12. In the class of STEM, there were 16 males, 19 females with a 35 respondents overall in that particular strand. In the HUMSS 11 there were 19 males, 24 females that have overall respondents of 43. In ABM 11, there were 6 males, 21 females that have overall respondents of 27. In GAS 11, there are 14 males, 21 females that have overall respondents of 27. In GAS 11, there were 14 males, 26 females that have overall respondents of 43. In the TVL, there were 8 males that have overall respondents of 8 in that particular strand. In GAS 12, there were 8 males, 15 females that have overall respondents of 23. In ABM 12, there were 8 males, 21 females that have overall respondents of 29. In HUMSS 12, there were 13 males, 32 females that

have overall respondents of 44 in the class of HUMSS 12 with 249 respondents generally.

Instrument

In this study, the researchers intended to use checklist as a research tool instrument that consisted with 20 indicators. The study students vision and parental motivation had two variables. Each variable had 10 indicators. The sampling design was probability design because the respondents were all the Senior High School both Grade 11 and Grade 12, there were 239 respondents. The researchers had made an instrument tool that would fit to the study where in the respondents will rate their answers as 4 – Always, 3 – Often, 2 – Sometimes, 1 – Never. To score is add the ratings given by the respondent in each item. This score shall be used as raw scores for chi-square.

Data Gathering Procedure

The researchers asked permission to the teachers, school head, principal, and students. The research proposal was approved, the researchers already conducted right away. The respondents were given and guided by the questions and the researchers stated the objectives and the purpose of the study. The data was depended the answers of the respondents, this had used as an information to evaluate the whole study.

Statistical Treatment

The researchers used weighted mean that is by getting the average of ratings given by all of the respondents in each indicator to determine the level to which each variable has gone far while chi – square in treating the sum of ratings given by the respondent on each indicator as cross tabulated using the SPSS software. The chi – square helped the researchers to identify the correlation between students' visions and parental motivation.

RESULTS AND DISCUSSION

Students gain interest in school whenever they get motivated, and because of that, they are able to set their minds that they did well in school that has an outcome in their academic performance for they are motivated to give their best in every school activities, and due to their performance in school, they get compliment from their teachers that they can gain more interest in learning. In relation to that, students who have a high level of interest are most commonly succeeded in future. According to Harackiewicz & Priniski [28], schools are the most important place to

students to improve and help them in preparing their future to become an active student and can give contribution to society in the future. It is essential and necessary to the students to be involved and aware of their leaning and development as an individual for them to easily identify their goals in life. Some students are not that productive in their students and that is something that is needed to be improving of. Students are mostly having difficulties as well and that includes lack of interest. Learning is not really an easy process for the students need to extend an extra time and effort. Although, it is not just a process itself but it helps students in upbringing their selves to get their goal with the help of the process thoroughly [22]. The students get motivated to do well in school for their parents help them especially by giving them advice that they can do better in school. Because of the advices that were given by their parents, they are able to improve their skills because of its motivation and can help them to gain interest. According to Durisic and Bunijevac[7], which increased parental involvement has been shown that it increased students success. Parents are giving motivation to their children but they are not showing their motivation to their child extrinsically. Parents can show their motivations to their child through giving their needs intrinsically. According to Niu [6]that extrinsic rewards are not necessarily something that parents should provide hence, students can still excel in academically.

Table 1. Students' Level of Interest

Indicators	WM	Interpretation
1. I like to make my assignments...	2.89	Often
2. I am motivated when...	2.91	Often
3. I like when my teacher...	2.77	Often
4. I like to express...	2.82	Often
5. I like to join...	1.94	Sometimes
6. I like to...	2.69	Often
7. I like to set me mind...	3.17	Often
8. I like to do my best in...	3.07	Often
9. I like to raise my...	2.47	Sometimes
10. I like it when the...	2.35	Sometimes
Overall Weighted Mean	2.71	Often

Legend: 1.00-1.75 (Never); 1.76-2.50 (Sometimes); 2.51-3.25 (Often); 3.26-4.00 (Always)

Table 1 shows that the total weighted mean is 2.71 and interpreted as Often. The highest mean are the indicators are statements *I like to set me mind that I*

am doing well in school with the total mean of 3.17 and determined as Often. *I like to do my best in participating in school activities* with the mean of 3.07 and determined as Often, the *statement I am motivated when the teacher compliments me in front of the entire class* with the weighted of 2.91 and interpreted as 2.91. Students gain interest in school whenever they get motivated, and because of that, they are able to set their minds that they did well in school that has an outcome in their academic performance for they are motivated to give their best in every school activities, and due to their performance in school, they get compliment from their teachers that they can gain more interest in learning. In relation to that, students who have a high level of interest are most commonly succeeded in future.

According to Harackiewicz and Priniski [28] schools is the most important place to students for it helps them in preparing their future to become an active student. It is essential and necessary to the students to be involved and aware of their leaning and development as an individual for them to achieve their aspirations in life. In the other hand, the lowest weighted mean are the indicators are the statements *I like to join academic competitions in school such as Quiz Bee and others* with the weighted of 1.94 and interpreted as Sometimes. *I like it when the teacher gives an examination* with a total mean of 2.35 and interpreted as Sometimes, and last indicator is *I like to raise my hand in answering the question even if I was not called* with weighted mean of 2.47 and interpreted as Sometimes. Some students are not that productive in their students and that is something that is needed to be improving of. Students are mostly having difficulties as well and that includes lack of interest. Learning is not easy for students have to put a lot of efforts to get things done and perform a better output. However, this process will help the students to be successful [23].

Table 2 shows above that the total weighted mean 2.53 and determined as Often. The highest mean are indicators with the statements *My parents advise me that I can do better in school* that has a mean of 3.05 and determined as Often. *My skills are improved because of the motivation of my parents* with the weighted mean of 2.86 and interpreted as Often, and the stamen *My parents help me to have more interest in my studies* with a mean of 2.82 and determined as Often. The students get motivated to do well in school for their parents help them especially by giving them

advice that they can do better in school. Because of the advices that were given by their parents, they are able to improve their skills because of its motivation and can help them to gain interest.

Table 2. Parental Motivation

Indicators	WM	Interpretation
1. My parents help me...	2.82	Often
2. My parents advise me...	3.05	Often
3. My parents give me a...	2.15	Sometimes
4. My skills are improved...	2.86	Often
5. My parents cheer me up by tapping my shoulder...	2.10	Sometimes
6. I get inspired to do well...	2.62	Often
7. I like to make home...	2.36	Sometimes
8. My skills in sports are...	2.45	Sometimes
9. My parents boost up my...	2.57	Often
10. My parents serve me food...	2.35	Sometimes
Overall Weighted Mean	2.53	Often

According to Durisic and Bunijevac[7], which increased parental involvement has been shown that it increased students success. The lowest weighted mean are the indicators *My parents cheer me up by tapping my shoulder to make my assignments* with the weighted mean of 2.10 and can be interpreted as Sometimes. *My parents give me rewards (such as cellphones, chocolates food, and others) whenever I met their expectations* with a mean of 2.15 and determined as Sometimes, and the statement *My parents serve me food when I make my school tasks and assignments* with a mean of 2.35 and determined as Sometimes. Parents are giving motivation to their children but they are not showing their motivation to their child extrinsically. Parents can show their motivations to their child through giving their needs intrinsically. According to Niu[6], extrinsic rewards are not necessarily something that parents should provide hence, students can still excel in academics.

There is correlation in each variable - students' vision and parental motivation for the p-value is higher than the alpha as shown in Table 3. There is a positive relation but weak between the variables given where in ($p=.05>.00$). This means that students' vision and parental motivation is correlated to each other because based on the observation of the authors, students who have a high level of interest according to

their vision are more likely to have a high academic performance as well as to students who are given enough motivation from their parents tends to have a better academic performance in school that can help them to build a better and successful future.

Table 3. Students' Vision and Parental Motivation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.849E2 ^a	720	.000
N of Valid Cases	239		

a. 775 cells (100.0%) have expected count less than 5. The minimum expected count is .000.

According to Khajejpour and Ghazvini [5], parental motivation is important in children's education in order to have a positive outcome in their studies. Motivation has an impact in child's education for it helps to shape the future of the students [3]. That is one of the reasons why parents are the important components in child's achievement [18].

CONCLUSION AND RECOMMENDATION

Parental motivation plays a crucial role to students' achievement for it gain students interest to do well in school. With that, the parent-child relation will improve because they are able to help their children's success. With parental motivation, senior high school students were able to develop a vision in their studies. Their studies should have been meaningful with certain intentions that can be related to their wishes in the future. Based on the study conducted, the researcher recommends that to the students of Senior High School Department should gain enough level of interest for it can benefit them to have a successful future. For the parents of students to be aware that parental motivation is important to every student for them to gain interest in their studies, gain the trust of their children and keep them always on the right track.

This study is supported by Jean Piaget's The Concept of Adaptation in 1977 paper "A Theoretical Model of Cognitive Development." It states that the development of a person's intelligence is forged through adaption and organization. Piaget's proposed a theory of cognitive role of experience with peers and family members. The basic assumption of his theory was that young children are active learners with a constant drive to match their internal constructions (their own view of the real external realities they face with in their surroundings) [31]. According to Tekin

[32], Piaget thought that there are four main periods of development that exist during the evolution of a child's mind. First are the Sensorimotor Stage, Pre-operational Stage, Concrete Operational Stage, and Formal Operational Stage. The stages of development are all about the children's ability to construct their new and own knowledge individually. Piaget's opinion may help students to understand on how they interact between children's learning and in the world in general. If we look at his stages there is a sudden change as the child grows. His theory is on accommodation where in the children has the ability to construct in their own individually with their new knowledge within their stages and to resolve conflicts. All of the students need motivation to have interest in studies. Most of the students get motivated by their parents and there are students get interest in school basing in their vision in learning. The students depend on their own perspective on how they get motivated and who they get motivated. Students have the ability to construct their own knowledge on their own view.

Therefore, there is a significant relationship in each variable because students gain interest in their studies when their parents gave them enough motivations which they need for it will the students to perform better academically. It is important for the students or for the people in the community for them to know the differences between students' vision and parental motivation as it will help them as an individual and they might help others as well.

LIMITATIONS OF THE STUDY

As the researchers made the study, there were at least three limitations of the current study. One is that study was conducted in one school only which cannot represent the attitude of students in other schools or the population though complete enumeration is used. Then, the questionnaire used is a researchers –made tool based on the personal concept of the researchers towards the Concept of Adaptation of by Jean Piaget but the indicators were not standardized though second review from two experts were sought. Finally, the study cannot establish the clear vision of the students as well as the parental motivation but only a kind of human knowledge that these variables are associated with each other. In other words, the indicators in the questionnaire are too specific and do not entails exactly the process of the mobilizing parental motivation to reciprocate the visions of the students.

REFERENCES

- [1] Afzal, H., Ali, I., Khan, M-A., & Hamid, K. (2010). A study of university students motivation and its relationship with their academic performance. *International Journal of Business and Management*, 5(4), 80-88. <http://www.ccsenet.org/ijbm>.
- [2] Gonida, E., & Cortina, K. (2014). Parental involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement. *British Journal of Educational Psychology*, 376-396, 10.1111/bjep.12039
- [3] Srivastava, S. (2018). Impact of motivation on management students academic performance in relation to overall advancement. *International Journal of Advance Research, Ideas and Innovations in Technology*, 4(1), 214-217.
- [4] Atta, M.K., &Jamil, A. (2012). Effects of motivation and parental influence on the educational attainments of students at secondary level. *Academic Research International*, 2(3) 427-431.
- [5] Khajehpour, M. &Ghazvini, S-D. (2011). The role of parental involvement affect in children's academic performance. *Procedia Social and Behavioral Sciences*, 15 1204-1208, 10.1016/j.bspro.2011.03.263
- [6] Nui, L. (2016). Parental motivational practice, parental involvement, and students' choice of study field in college. *World Journal of Education*, 6(5) 36-48, 10.5430/wje.v6n5p36
- [7] Durisic, M. &Bunijevac, M. (2017), Parental involvement as a important factor for successful education. *Center for Educational Policy Studies Journal*, 4 137-153..
- [8] Yulianti, K., Denessen, E., & Droop, M. (2019). Indonesian parents' involvement in theory children's education: A study in elementary schools in urban and rural java, Indonesia. *School Community Journal*, 29(1) 253-278
- [9] Bempechat, J., &Shernoff, D. (2012). Parental influences on achievement motivation and student engagement. *Springer Science + Business Media*, 315-342, 10.1007/978-1-4614-2018-7_15
- [10] Chohan, B-I., Khan, R-M. (2010). Impact of parental support on the academic performance and self concept of the student. *Journal of Research and Reflections in Education*, 4(1) 15-26.
- [11] Bartolome, M., Mamat, N., &Masnan, A-H. (2017). Parental involvement on the Philippines: A review of literatures. *International Journal of Early Childhood Education Care*, 4 41-50.
- [12] Rafiq, H-M., Fatima, T., Sohail, M-M., Saleem, M., & Khan, M. (2013). Parental involvement and academic achievement: A study on secondary school students of Lahore, Pakistan. *International Journal of Humanities and Social Science*, 3(8), 209-223,
- [13] Alfonso, R., Diaz, Marcos.,Woitschach, P., Alvarez, Javier., & Cuesta, M. (2017). Parental involvement and

- academic performance: Less control and more communication. *Psicothema*, 29(4), 453-461, 10.7334/psicothema2017.181
- [14] Koskei, B. (2014). Influence of parental involvement on students academic performance of public mixed day secondary schools in kuresoi sub-country, nakuru country, Kenya. *International Journal of Education and Research*, 2(12), 505-516.
- [15] Chauhan, U. (2016). Parental motivations in sending children to school on a paradoxical indian learning system of declining learning curve and increasing enrolment: A case study of west Bengal. *Academic Journal of Interdisciplinary Studies MC SER Publishing*, 5(3), 441-444, 10.5901/ajis.2016.v5n3s1p441
- [16] Hussain, S., Javais, Z., Parveen, S., & Iqbal, A. (2018). Relationship between parental involvement and students' performance in secondary schools. *European Online Journal of Social Sciences*, 7(3), 203-209.
- [17] Arcillas, F-M., Diaz, G-L., Agonia, A-M., & Moneva, J. (2018). Parents involvement towards the studies of their learners. *International Journal of Scientific and Research of Publications*, 8(12), 861-868, 10.29322/IJSRP.8.12.2018.p84106
- [18] Panisora, G., Duta, N., & Panisora, I-. (2015). The influence of reasons approving on student motivation for learning. *Procedia – Social and Behavioral Sciences* 197, 1215-1222/ 10.1016/j.sbspro.2015.07.382
- [19] Ekpenyong, E., Edem, A., & Martin, O. (2015). Students interest in social studies and academic achievement in tertiary institutions in cross river state, Nigeria. *European Journal of Training and Development Studies*, 2(2), 35-40.
- [20] Sauer, K. (2012). The impact of student interest and instructor effectiveness in student performance. *St. John Fisher College Fisher Digital Publications*, 2-53.
- [21] Granito, M., & Chernobilsky, E. (2012). The effect of technology in a student motivation and knowledge retention. *UCONN Library*, 1-22.
- [22] Daggol, G. (2013). The reasons of lack of motivation from the students and teachers voices. *The Journal of Academic Social Science*, 1(1), 35-45.
- [23] Harackiewicz, J., & Hulleman, C. (2010). The importance of interest: The role of achievement goals and task values in promoting the development of interest. *Social and Personality Psychology Compass*, 4(1), 42-52, 10.1111/j.175-9004.2009.00207.x
- [24] Tan, S. (2009). Perceptions of students in factors in motivation to learn. *E-Journal of New World Sciences Academy*, 4(1), 155-167.
- [25] Siah, E., & Maiyo, J. (2015). Study of the relationship between study habits and academic achievement if students: A case of Spicer higher secondary school, India. *International Journal of Educational Administration and Policy Studies*, 7(7). 131-141, 10.5897/IJEAPS2015.0404
- [26] Khan, S. (2013). A study on interest and attitude of the higher secondary school students towards English curriculum in khargonetaluka. *IOSR Journal of Engineering*, 3(1), 18-24.
- [27] Harackiewicz, J., Smith, J., & Priniski, S. (2016). Interest matters: The importance of promoting interest in education. *Policy Insights Behavioral Brain Sciences*, 3(2), 1-15, DOI 10.1177/2372732216655542.
- [28] Miliszewska, I., & Sztendur, E. (2010). Interest in ICT studies and careers: Perspectives of secondary school female students from low socioeconomic backgrounds. *Interdisciplinary Journal of Information, Knowledge, and Management*, 5, 237-260.
- [29] Laguard, J. (2013). Students interest in engineering and average final grade in mathematics as factors in program retention. *IAMURE International Journal of Multidisciplinary Research*, 5, 72-86, 10.7718/iamure.v5i1.615
- [30] Mekuria, T. (2018). How can we promote our students interest in their English language learning? A case in abbey addi teacher education on first year students. *International Journal of Engineering Development and Research*, 6(3), 116-124. <http://www.ncbi.nlm.nih.gov/pmc>.
- [31] Ultanir, E. (2012). An epistemological glance at the constructivist approach: Constructivist learning in dewey, piaget, and Montessori. *International Journal of Instruction*, 2(5), 195-212.
- [32] Tekin, A.K. (2011). Parent involvement revisited: Background, theories, and models. *International Journal of Applied Environmental Sciences*, 1 (11), 1 – 13.