

# Parental Motivation and Students' Interest in their Studies

Jerald Moneva<sup>1</sup>, Jennifer Gonzaga<sup>2</sup>

<sup>1</sup>Teacher, <sup>2</sup>Student, Senior High School Department,  
Jagobiao National High School, Cebu, Philippines  
freezingfire1979@gmail.com<sup>1</sup>, jennifergonzaga295@gmail.com<sup>2</sup>

Asia Pacific Journal of  
Academic Research in  
Social Sciences

Vol. 5, No. 1, 71-76

ISSN 2545-904X (Print)

ISSN 2704-4157 (Online)

www.apjarss.org

Date Received: March 31, 2020; Date Revised: May 12, 2020

**Abstract** –The study intends to assess the parental motivation and students' interest in their studies. Those students who are motivated in learning tend to perform better than those who are unmotivated and unengaged students. For students who seem to lack an interest in learning, it may be good to provide an effective strategy which is giving motivations to them. It is important to know if the students' interest in their studies has developed by the motivation given by their parents as it will identify the things that needs to consider whether it develops the students' interest or not. This can be done by parents spending time working with the students at home. The research was a quantitative descriptive correlational design which explores the relationship between parental motivation and students' interest in their studies using statistical analyses. The 249 respondents were all the Senior High School particularly Grades 11 and 12. Students' interest in their studies showed that most of the students in Senior High School Department often show that they have an interest in their studies. Students always like to attend school regularly, always like to gain big scores on every test and also always ask for help when they didn't understand the discussion. However, some indicators also present that some of the students seldom raise their hands if they want to answer. In the variable namely as parental motivation, students -are motivated by their parents. However, not all the students are blessed by rewards from their parents which is part of extrinsic motivation. The result of the study states that the null hypothesis is rejected. Therefore, there is an association between parental motivation and students' interest in their studies.

**Keywords:** Parental Motivation, Students' Interest, Studies, academic outcomes

## INTRODUCTION

This is a study supported by Maslow's hierarchy of needs proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation". Maslow's hierarchy of needs has five levels in which the third level is the belongingness and love needs where this study focuses. In order to satisfy love and belongingness, a learner should feel loved and cared. They often seek this from their parents. Parents must take advantage of every opportunity to motivate the students to have positive behavior and interest towards learning. Any efforts that will be made to satisfy these needs will greatly improve a learner's ability and interest to learn.

Teacher's encouragement may help mothers realize how important their motivations to their child as a student [1]. A child can establish a better academic status, positive thoughts towards studies, and motivation in his or her personality and career with the help of their parents [2]. Parents' motivation is what develops confidence in the children in some educational activities [3]. Parents usually talk with their children about the importance of education and educational

affairs for them to give their children an academic motivation [4]. Also, it would be better for the students' motivation in learning if their parents provide rewards for some good academic performance done by the students at school [5]. However, the students; motivation in learning is triggered because of what students think about the concept of education in which their devotion in learning is based on their desires for rewards and fear of penalty from their teachers and parents[6]. Nevertheless, parents' self-efficacy and their feelings of loneliness towards their children's academe are being used by the students as a motivation to get good performance at school [7]. Therefore, the more parents are involved in their children's schooling the more the students get motivation in learning [8]. Students' learning is improved when parents become supporters and helping school efforts improving students' academic motivation [9]. If parents are more involved in their children, it will encourage their children to get motivated in achieving their goals and also making them to get more focused in their performance at school [10]. Better students are those

who are influenced and motivated by their parents [11]. Motivation plays a role in students' achievement where in it gives positive effect in students learning [12]. In addition, motivation affects students' learning behavior and learning achievement whether it is intrinsic or extrinsic motivation [13]. Students are more into achieving their goals at home with their parents' support for their learnings [14]. Parent-child interaction is one of the motivations a student can get that is important in students' academic achievement [15]. Meanwhile, student interest in learning gives a positive effect on their learning and students would be able to have an awareness of the importance of having an interest in learning in their academic life [16]. Interest in studies plays a huge role to the students because in fact, discovering their true interest helps a college student to achieve his or her goal [17]. Interest can be obtained in some experiences, attention from some person, activity, situation or object that could result or cause a motivation in life [18]. Also, students' interest can be influenced by some situations within the environment or their surroundings especially from their parents that always surrounds them [19]. The academic performance of the student needs an active participation from their parents to improve the students' interest in learning [20]. Students' individual traits that is been inherited by their parents has an impact on students' interest in learning [21]. Some schools and universities wish to provide a supportive environment that could help students' interest in learning [22]. If students have a strong and open relationship with their environment at school, they will invest more in learning and create more interest on it [23]. Students are more engaged in a learning environment that is full of personal interests [24]. Some students feel the role of interest in learning much more at home [25]. Also, mobile environment could be one of the learning environments of the students that could make them more interested in learning perhaps, students nowadays are more into online activities [26]. Interest is something that is shown by students at school every time they participate well at school [27]. In addition, interest can make students thirst for knowledge and get motivated to study [28]. Students learn more when they are interested in the process on how they are being taught [29]. With the help of some meaningful and interesting activities at school, students would be able to develop their interest in learning [30].

This study will determine the relationship between parental motivation and senior high school students' interest in their studies. This research is all about

knowing if the motivation given by the parents to the students has developed their interest in their studies.

### **OBJECTIVES OF THE STUDY**

The study intends to assess the Grade 12 students' interest in their studies with regards to the motivations given by their parents.

This study aims to determine the level of students' interest in their studies; the level of parental motivation of the senior high school students; and test the correlation between parental motivation and the level of students' interest in their studies.

### **METHODS**

This part contains research design, environment, respondents, instrument, and data gathering procedure.

#### **Design**

This research was a quantitative descriptive correlational design which explores the relationship between parental motivation and students' interest in their studies using statistical analyses.

#### **Environment**

The study was conducted on the Senior High School Department in one national high school in the Philippines which offers the strands Humanities and Social Sciences (HUMSS), Accountancy, Business and Management (ABM), General Academic Strand (GAS), Science, Technology, Engineering and Mathematics (STEM), and Technical Vocational Major in Drafting (TVL-Drafting) in the School Year 2019-2020.

#### **Respondents**

The respondents were all the Senior High School students particularly Grades 11 and 12. The total number of respondents is 249. They were selected randomly with the accordance of their availability to respond in the survey.

#### **Instruments**

For this study, the researcher used a checklist as a tool in getting the answers of the respondents. The instrument was made in the basis of the personal conception of the author anchored by Abraham Maslow's hierarchy of needs to make the study possible and successful. The instrument is a checklist that has two parts in which part one consisted of 10 indicators rating the students' interest in their studies by the use of the rating scales which are Always(4), Often(3), Seldom(2), and Never(1). The part two of the checklist

is the same as the part one of the checklists which also consisted of 10 indicators rating the parental motivation. The total number of indicators is 20. The sampling design is probability design because the respondents were both all Grades 11 and 12 Senior High School.

**Data Gathering Procedure**

The researcher asked permission from the teachers, from principal and from the students. When the permit of the researcher was approved, the researcher conducted the research. the researcher did the survey to all Senior High School students and was able to collect answers of the respondents by the time they finished answered the checklist. Before the researcher gave the checklist to the respondents, the researcher explained and discussed to the respondents the purpose of the study. The respondents answered the questions with the help of the guide of the instrument. The data that is used to evaluate the whole study was based on the answers of the respondents which are also based on the indicators on the checklist. The study used the weighted mean and the chi-square of the answers from the students in every indicator and determined which among of the indicators has the highest and lowest weighted mean.

**Treatment of Data**

The researcher used the weighted mean and the chi-square in each indicator to treat the data gathered. The chi-squared test determined if there is a correlation between parental motivation and students' interest in their studies.

**RESULTS AND DISCUSSION**

The table 1 represents that the overall weighted mean 3.13 which it represents that students often have an interest in their studies. The biggest average is the indicator 8 that is having an average of 3.54 in which it states that students always likes to attend school regularly. Therefore, students' interest in learning positively affects and has an association with their attitude towards school [20]. The third of the indicators that has the highest weighted mean is the indicator 9 that has an average of 3.34 that states that students always ask for help when they didn't understand the lessons. If the students are motivated by their parents, they have more interest in learning [22]. The indicator that got the lowest weighted mean is the indicator 10 that has an average of 2.76 in which it states that seldom raise their hands to answer questions in class. It could help if teachers provide fun learning environment

that would make the students learn in a comfortable way[30].

**Table 1. Student's Interest in Studies**

Indicators	WM	Interpretation
1. I like to do assignments, projects, etc.	2.94	often
2. I like to gain big score on a test.	3.36	always
3. I like to review my notes.	2.95	often
4. I enjoy listening to my teacher's discussions.	3.12	often
5. I desire to give my report in class effectively and successfully.	3.04	often
6. I do my best in oral recitations.	3.16	often
7. I enjoy doing group and individual works.	3.14	often
8. I like to attend school regularly.	3.54	always
9. I ask for help when I don't understand the lessons.	3.34	always
10. I raise my hands to answer questions in class.	2.76	seldom
<b>Overall Weighted Mean</b>	3.13	often

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

The second lowest weighted mean of the indicators is the indicator 1 that has an average of 2.94 that states that students seldom do their assignments or projects. Assignments or projects are likely to be done in their homes. This result articulates that students have more interest in their studies inside the school and not in their homes. The third lowest weighted mean of the indicators is the indicator 3 that has an average of 2.95 in which it states that students often review their notes. Students are not really into studying or reviewing notes. Instead, they are more into listening to their teachers' discussions inside the classroom. These findings enunciates that students have more interest in their studies with the environment of the school they belong to. The level of students' interest in their studies is that students often have an interest in their studies. The result of table 1 presents that students mostly often show that they have interest in their studies. Students always likes to attend class regularly, like to gain big score on every test and always ask for help when they didn't understand the lesson. However, students also seldom raise their hands to answer questions in class, seldom do their assignments or projects and often review their notes.

Table 2 represents the weighted mean of 2.74 that states that students often experience parental motivation regarding in their schooling.

**Table 2. Parental Motivation**

Indicators	WM	Interpretation
1. My parents appreciate my work by saying magic words like very good	2.70	often
2. My parents give me rewards whenever I get good grades (such as money or other materials).	2.32	seldom
3. My parents give me pieces of advice and encouragement on how to improve my skills at school.	2.84	often
4. My parents say I can do better.	3.04	often
5. My mother or father provide me something to eat or drink when I am doing my assignments.	2.54	often
6. My parents allow me to go out and attend practices related to school activities.	3.22	often
7. My parents allow me to play computer games or do other personal hobbies when I am done with my paper works.	2.94	often
8. My parents give me time to be with my friends whenever I get achievements at school.	2.84	often
9. My parents buy me favorite food when my performance at school is good.	2.53	often
10. My parents buy me my favorite things when I receive an award.	2.48	seldom
<b>OVERALL WEIGHTED MEAN</b>	2.74	often

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

The indicator 6 that has an average of 3.22 states that students often allowed by their parents to go out and attend practices related to school activities. One of the ways in motivating the students is through enhancing their emotions positively [31]. The best example of this kind of motivation is stated in the indicator 4 that has an average of 3.04 where in it states that students often received words from their parents that they are good enough and so they can do better. The indicator 2 that has an average of 2.32 states that students seldom received rewards from their parents if they got good grades at school. Some of the parents' way to make their children be better at school is to not spoil them with gifts, favorite places, cash, or other kinds of rewards [4]. The indicator 10 that has an average of 2.48 states that students seldom received some of their favorite things when they got an award at school. The third indicator that has the lowest weighted mean is the indicator 9 in which it states that students often receive some of their favorite foods if they did good performance at school. Parents giving rewards to the students for their academic performance affects students' behavior at school, but it should not go into the point that it is being normal for the students to receive rewards because of doing it almost all the

time[5].The level of parental motivation of the students in senior high school is that students often feel or receive motivations from their parents. The result of the table 2 shows that students often feel motivations from their parents. They are likely to receive words of encouragement but seldom receive material rewards from their parents. Most of the students are being trusted by their parents to go out as they will attend some practices related to school.

**Table 3, Parental Motivation and Students' Interest in their Studies**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.904E2 <sup>a</sup>	609	.012
Likelihood Ratio	433.953	609	1.000
Linear-by-Linear Association	22.928	1	.000
N of Valid Cases	240		

*a.660cells(100.0%)have expected countless than5. The minimum expected count is.00.*

The p-value is (.012). The p-value is smaller than the standard alpha value so the null hypothesis will be rejected. The result is significant. The two variables are dependent with each other. This means that receiving motivations from the parents does not increase students' achievements at school [10]. In the theory of Abraham Maslow which is the hierarchy of needs, parents must first satisfy their children's belongingness and love needs wherein parents must help the students to have positive behavior towards their studies. Consequently, this is opposite from the result of this study. there is a positive effect in the students as they will receive motivations from their parents [11]. either it is intrinsic or extrinsic motivation, it would positively affect the achievements in learning of the students [13]. However, these studies supports the result of the study.

As stated in the table 3, the p-value is smaller than the alpha in which it means the null hypothesis will be rejected. Therefore, there is a significant correlation between parental motivation and students' interest in their studies.

**CONCLUSION**

In this study, the results show that students often receive motivations from their parents. In Abraham Maslow's hierarchy of needs which has five levels, it's third level is the belongingness and love needs where students seek from their parents. At this level, the need for emotional relationship affects the students' behavior. As long as the students have a strong relationship with

their parents, they could be more engaged in their studies. At this juncture, their need for belongingness and love are adequately met. It presents that most of the students are likely to have or feel motivated by their parents intrinsically. They seldom receive extrinsic motivations such as receiving rewards like cash, food, things or other materials. If parents are giving rewards to their children adequately, students may have good academic performance at school and positive behavior towards learning [5]. The study also finds that students often have an interest in their studies. They do participate in class but they are not into making assignments or projects. They always ask for help if they don't understand the lesson but they seldom raise their hands to answer questions during discussions. At this point, students may learn comfortably if teachers provide them fun learning environment [30]. Students are more interested in learning if they are motivated by their parents as it is shown on the results above. Having an interest in learning will help students achieve their goals and get successful. Students' interest in learning could depend on their attitude towards school [20]. Parents must observe and maintain motivating their children to let them attain good performance at school. Therefore, if the students are motivated by their parents, they have more interest in their studies [22]. Parents must enhance students' emotions positively as a way in motivating them [31]. It was presented in this study that there is a significant relationship between parental motivation and students' interest in their studies.

## RECOMMENDATION

Students must be more knowledgeable and observant with their parents efforts pertaining into giving motivations to them to help develop their interest in learning. Parents should maintain providing motivations either it is intrinsic or extrinsic just to enhance their children's' interest in their studies and making their parent-child relationship stronger.

Along the study, the researcher meets few limitations. Firstly, the researcher made a tool based on the personal conception which is anchored by Abraham Maslow's hierarchy of needs. Secondly, the study was conducted in only one school in which the respondents involved are too good to represent those pleasure of the other students in other schools. Thirdly, there is a need for reconciliation between parental motivation and students' interest in their studies since the data gathered is only in one school. Lastly, the study only focuses the association between parental motivation and students'

interest in their studies. There can be other factors that affect both of the variables.

## REFERENCES

- [1] Yamamoto, Y., Holloway, S., & Suzuki, S (2016). Parental engagement in children's education motivation factors in Japan and the US. *School community Journal*, 26(1), 45-66 <https://www.schoolcommunitynetwork.org/SGJ.aspx>
- [2] 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). 14-26. <http://www.ue.edu.pk/jrre>
- [3] Grolnick, W. (2015). Mother's motivation for involvement in their children's' schooling: mechanisms and outcomes. *Springer Science+Business Media New York*.39.63-73. Doi: 10.1007/s11031-014-9423-4
- [4] Ghazi, S.R. Ali, R. Shahzad, S., Khan, M.S, & Hukamdad(3010). Parental involvement in children academic motivation. *Asian Social Science*.6(4).93-99[https://www.researchgate.net/publication/42368665\\_Parental\\_Involvement\\_in\\_Children\\_Academic\\_Motivation](https://www.researchgate.net/publication/42368665_Parental_Involvement_in_Children_Academic_Motivation)
- [5] Niu, L. (2016). Parental Motivational Practice, parent Involvement, and student, choice of study field in College. *Word journal of Education*, 6(5), 36-48 <http://wje.sciedupress.com>
- [6] Gbollie, C. & Keamu, H.P. (2017). Stuent academic performance: the role of motivation, strategies, and perceived factors hindering liberian junior and senior high school students learning. *Education Research International*.2017.1-11. <https://doi.org/10.1155/2017/1789084>
- [7] Gonida, E. & Urdann, T. (2007). Parental influences on student motivation, affect and academic behavior: introduction to the special issue. *European Journal of Psychology of Education*. 2011(1)3-6, <https://bit.ly/37FPrL9>
- [8] Ubale , A. Z , Abdullah , A. H , & Abdurrahman, T .(2015) A Relationship between parental involvement and intrinsic motivation on learning Islamic education. *International Journal of academic research in business and social science*.5 (7). 325-337. <https://bit.ly/2Bhs0vu>
- [9] Ghilay Y. Haita, I. & Ghilay, R. (2015). Pisms: parental influence on student motivation and self-esteem in primary education. *Journal of Studies in Education*. 5(4). 165-180. <http://dx.doi.org/10.5296/jse.v5i4.8510>
- [10] Omar, R. Ahmaid, N. A., Hasson, S. A & roslan. S (2017) parental involvement and achievement motivational: association with student achievement in vocational college s, Malaysia. *International Journal of academic research in business and social sciences*. 1(4). 11-24 Doi : 10.6007 /15ARBSS/v7-i13/3648
- [11] Atta, M.A. & Jamil, A. (20120). Effects of motivation and parental influence on the educational attainments of

- students at secondary level. *Academic Research International*. 2(3). 4-5. <https://www.savap.org.pk>
- [12] Ozen, S. O. (2017). The effect of motional on student achievement. *Springer international publish*.35-56. Doi: 10.1007/978-3-319-56083-0-3
- [13] Tokan , M. K. & Imakulata , M. M. (2019) The effect of motivation and learning behavior on student achievement. *South African Journal of education*.39(1). 1-8 <https://doinary/10.15700/sajfe.v39n1a1510>
- [14] Shukla, S, Tombari , A , Tolard, M. & Panner, F. (2015) parental support for learning and high school students academic motivation and persistence in mathematics *Journal of educational psychology*.5(1).44-56 Doi: 10.5539/jed.v5n1p44
- [15] Mata, L, Pedro., I. & Piexoto, F. (2018) Parental Support, Student Motivational Orientation and Achievement : The Impact of Emotion. *International Journal of Emotional Educational*, 10(2).77-92.
- [16] Lee, Y. J. ,Chao C. H. , & Chen C. Y. (2011). The Influence of interest in learning and learning hours on learning outcomes of vocational college students in Taiwan : using a teacher's instructional attitude as the moderator. *Global Journal of Engineering Education*. 13
- [17] Harackiewicz, J. & Hullemen, 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. doi: 10.1111/j.1751-9004.00207
- [18] Essien, E.E., Akapn, O.E., & Obot, I.M(2015) Students' interst 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.
- [19] Mustata, Z. & Salim, H. (2012). Factors affecting students interest learning Islamic education. *Journal of education and practice*. 3(13).81-85
- [20] Kpolovie, P.T., Joe, A.I., & Okoto, T. (2014). Academic achievement prediction: role of interest in learning and attitude towards school. *International Journal of Humanities and Social Sciences and Education*.1(11). 73-100.
- [21] Linvill, D. (2014). Students Interest and Engagement in the classroom: *Relationships with student personality and developmental variable southern communication Journal*. 79 3. 3.201-214. Doi: 10. 1080 / 10 417 94x 2014 .884156
- [22] Kahu, E., Nelson, K., & Picton, C. (2017). Students' interest as key driver of engagement for first year students. *Student Success*. 8(2). 55-66. Doi: 10.5204/ssj.v8i2.379
- [23] Abrantes, J. L., Seabra, C., & Lages, L. F. (2006). Pedagogical affect, students' interest, and learning performance. *Journal of Business Research*.60(2007)960-964. Doi: 10.1016/j.jbusres.
- [24] Subramaniam, A., 2009. The mauritian success story and its lessons. *World Institute for Development Economics Research*, (36), doi: 10.1093/acprof:oso/9780199671557.003.0011
- [25] Arikpo,O. & Domike, G.(2015). Pupils learning preferences and interest development in learning. *Journal of Education and Practice*.6(21)31-38. <http://www.iiste.org/journals/>
- [26] Laine, E. Veermans, M., Lahti, A., & Veermans, K. (2017). Generation of students' interest in on inquiry-based mobile learning environment. *Frontline Learning Research*. 5(4).42-60. Doi: [https:// do. Org/10.14786/flr.v5i4](https://doi.org/10.14786/flr.v5i4)
- [27] Sasuandi , T. (2014) teaching style and students interest in learning English. *Journalponelitianuniverstasjambisevihumaniora*, 17 (1).33-39
- [28] Qian, W. (2018) The cultivation of primary school students' interest in English learning *international Journal of liberal arts and social science*.6(7).49-53
- [29] Igbo, J.M., Ezenwaji, I., & Ajuziogu, C. (2018). Facebook, twitter activities sites, location and student' interest in leaning. *International Education Studies*. 11(2). 133-143. Doi: 10.5539/ies. V11n2p133
- [30] Amjah, D.Y.P.H(2013). A study of teacher's strategies so develop students' interest towards learning English as a second language. *Precedia-Social and Behavioral Sciences*. 134.188-192. Doi: 10.10161/j.sbspro.2014.04-238
- [31] Zhao, L. (2015). The influence of learners' motivation and attitudes on second language teaching. *Theory and Practice in Language Studies*. 5(11).2333-2339. Doi: <http://dx.doi.org/10.17507/tpls.0511.18>