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## The Influence of Parental Motivation on The Achievement of Senior High School Students

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**ABSTRACT:** This study aimed to determine the significant relationship between parental motivation and achievement of senior high school students. A simple random sampling technique was used to include 56 respondents. Through non-experimental quantitative descriptive-correlational research technique, validated questionnaire, Mean, Pearson-Product Moment Correlation Coefficient (Pearson-r) and Simple Linear Regression; results showed that the level of parental motivation was high or oftentimes manifested. It was also found that the level of achievement was high or very satisfactory. There was a significant relationship between parental motivation and achievement. This implies that when parents show motivation towards their children's education, the students tend to perform better academically. Accordingly, parental motivation significantly influences student's achievement. It was recommended that future researchers broaden their scope beyond parental motivation and consider other influential factors on student achievement, such as peer influence, teaching quality, and personal motivation. Longitudinal and intervention studies were also recommended to be conducted.

**KEYWORDS:** parental motivation, achievement, senior high school students, descriptive-correlational method, regression analysis

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### I. INTRODUCTION

In a world where education is increasingly recognized as the key to social and economic progress, understanding the factors that influence students is paramount. Several studies have mentioned issues and factors affecting student achievement, such as ineffective teachers, disciplinary issues (Meador, 2023), economic disparities, time management skills, health challenges, family relationships (Ozcan, 2021), and instructional practices (Koçak et al., 2021). In addition, when parents are not actively involved, students may experience underachievement and disengagement from school (Bempechat & Shernoff, 2012). Lack of parental motivation and support can exacerbate economic disparities (Ozcan, 2021) and lead to stress, anxiety, and reduced self-confidence in students (University of Tübingen, 2017).

Conversely, effective motivation from parents can significantly influence a student's performance in school (Bodur & Aktan, 2021; Bempechat & Shernoff, 2012; Sumanasekera et al., 2021). With proper encouragement and support, students tend to become more productive and dedicated to their studies, resulting in overall academic success. Parents must understand that their approach to motivating their children significantly shapes their achievements and long-term goals. The accomplishments that matter the most come together to create a definition of success that is meaningful and substantial to the person. Achievement plays a significant role in educational and learning processes (Vu et al., 2022; Munna & Kalam, 2021; Steinmayr et al., 2014). It is a predictor of a child's future in this cutthroat environment. It has been one of the most crucial objectives of the teaching procedure. It is a significant objective demanded of every person in every culture. Teenagers learn about their talents, abilities, and competencies through academic achievement, a crucial mechanism for fostering career aspirations. Student accomplishment is one of the most crucial results of any educational system (Barrenechea et al., 2023; Almerino et al., 2020; Alyahyan & Düştegör, 2020). Depending on their achievement level, people are categorized as high achievers, ordinary achievers, and low achievers. Taylor (1964) declares the importance of a student's values on their academic success.

Achievement in a learning environment is any positive learning the teacher notices in the pupil. Students' academic success refers to the acquired information and acquired skills in the academic topics. Balasubramaniam (1992) declared that "achievement is the final objective of all educational efforts," emphasizing the significance of academic success. Historically, achievement was deemed the utmost priority for educational institutions. However, recent research suggests that other aspects of education, such as critical thinking and originality, have become increasingly vital alongside achievement (Kell et al., 2013).

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However, it can be claimed that instruction leads to achievement. Osokoya (1998) further mentioned that the result of a learning experience is an achievement. Being successful in your academic endeavors is what every parent, guardian, and teacher wants the best for their kids, charges, and students. Their students' performance is typically used to grade schools and teachers qualitatively. Success in educational institutions is determined by students' academic progress or how well they meet the criteria (Alyahyan & Düşteğör, 2020; Guterman, 2021).

While many researchers have explored student achievement and the factors that influence it, the researchers have not yet come across a local study on parental motivation as a factor that influences the achievement of senior high school students. As a result, the researchers were interested in determining if parental influence significantly influences the students' academic achievement. Specifically, it aims to address the following objectives: (1) to determine the level of parental motivation; (2) to determine the achievement of senior high school students; and (3) to determine the significant influence of parental motivation on student's achievement.

### II. METHOD

This research used a non-experimental quantitative descriptive correlation design. It is used in research investigations to present static images of circumstances, determine the link between various factors, and employ descriptive correlational design (McBurney & White, 2009). It intends to determine the parental motivation and achievement of senior high school. This design involves collecting data to determine whether the relationship exists.

The study's respondents were the sixty-two (62) senior high school students officially enrolled in the UM Peñaplata College school year 2022-2023. Various studies mentioned that 30-500 subjects would be a necessary sample size if parametric tests were to be used (Bacala et al., 2024; Ross, 2009; Yıldırım & Şimşek, 2006; Baykul, 1999). Additionally, the respondents were chosen through a simple random sampling technique. A simple random sampling technique is a type of sampling technique that uses random selection to select study participants from a larger population. If a random sample is taken, all population members have an equal and independent chance of being chosen. This technique is often used when there is no efficient way to manually select a sample. With simple random sampling, each student in the population has an equal chance of being selected to represent the sample. Students cannot be excluded from the sample based on their background or qualities. This enables the researcher to get an accurate picture of the population. Simple random sampling also eliminates bias in the selection process (Noor et al., 2022).

The source of data for this study was taken through survey questionnaires. The questionnaire consisted of two parts: one to assess parental motivation and the other to assess student achievement. The questionnaire contained ten statements on parental motivation and the achievement of honor students. The degree of parental motivation and success was rated on a five-point scale, which were rated as follows: 5 – Very high, 4 - High, 3 - Moderate, 2 – Low, and 1 =- Very low. Both parts of the research questionnaire were adapted from the study of Moneva et al. (2020). A panel of experts validated the instrument.

The researcher sought approval from the Dean of the College; after the approval, the letter was sent to the Senior High School principal prior to the administration of the research instruments. Consent was also sought from the respondents for voluntary participation. Respondents were given ample time to complete the tool. The instrument was retrieved immediately after the respondents answered the tool. After gathering the necessary data, these were tabulated, subjected to statistical treatment, and interpreted accordingly.

### III. RESULTS AND DISCUSSION

#### A. Level of Parental Motivation

Presented in Table 1 is the level of parental motivation of senior high school students. Among the ten (10) statements about parental motivation, the statement "*My parents feel happy when I get rewards*" got the highest mean ( $M=4.34$ ,  $SD=1.03$ ), which was described as very high or always manifested. This means that most students always feel that their parents are happy when they receive rewards, and this feeling is consistently manifested among the students. This result suggests that most parents derive happiness from their children's achievements (Wong, 2024; Slattengren, 2023). This is likely because awards indicate hard work and success and can bring parents a sense of pride and joy. Receiving awards also shows that children are striving to do their best, which can make parents proud and happy (Kalish, 2018). Earning rewards for children can improve the parent-child relationship as both parties experience happiness (Centers for Disease Control and Prevention, 2019).

In addition, the happiness parents feel when their children receive rewards could motivate the children to strive for more achievements. However, it is essential to emphasize that while rewards can work in the short term, they may only be effective in the short term (Wong, 2024). This sentiment consistently manifests as a strong emotional connection between the students and their parents (Webb, 2022).

Conversely, the statement "*My parents feel happy when I do my school tasks*" got a mean ( $M=4.13$ ,  $SD=1.10$ ), which was described as high. This means that senior high school students' parental motivation is often manifested. This suggests that parents value the importance of school tasks and appreciate their children's efforts in completing them. This further implies that a positive relationship between parents and children can be encouraged by supporting their children in school tasks. Parents can provide

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emotional support, encouragement, and assistance or resources if needed. This result suggests that parents are often involved in their children's academic activities, and their happiness when their children complete school tasks could be a form of parental motivation. The happiness expressed by parents could serve as a motivating factor for students to complete their school tasks. It could act as a positive reinforcement, encouraging the students to continue engaging with their school tasks (Amante et al., 2022; Moneva & Gonzaga, 2020; Costales & De Guzman, 2019; Gonzalez-DeHass et al., 2005).

However, the statement "*My parents hug when I do well in school*" got a mean ( $M=2.55$ ,  $SD=1.66$ ) described as *low*. This means that the parental motivation of senior high school students is seldom manifested. This indicates that the students rarely experience this sentiment. This suggests that the physical expression of parental affection, in this case through hugging, is not often manifested when the students do well in school. This further suggests that in some cultures, physical affection may not be the primary of expressing pride or happiness. Parents might show their happiness through other means, such as verbal praise or rewards. Different parents have different styles of affection and pride. Some might prefer verbal expressions over physical ones (Li et al., 2021; World Health Organization, 2021; Teferi, 2020).

**Table 1 Level of Parental Motivation**

Statements	SD	M	Descriptive Level
My parents give advice when I have a problem.	1.09	3.71	High
My parents hug me when I do well in school.	1.16	2.55	Low
My parents help me in doing my assignments.	1.08	2.13	Low
My parents ask me how's was my day going.	1.44	3.32	Moderate
My parents feel happy when I get awards.	1.03	4.34	Very High
My parents give time to jam with me.	1.31	3.50	High
My parents monitor my studies.	1.29	3.57	High
My parents fell happy when I do my school tasks.	1.10	4.13	High
My parents congratulate me when I do well in school.	1.07	4.09	High
My parents give time to help me in my home works.	1.42	3.29	Moderate
<b>Overall Mean</b>	<b>.78</b>	<b>3.46</b>	<b>High</b>

*Note:* N = 56, M = Mean, SD = Standard Deviation

Additionally, the statement "*My parents help me in doing my assignments*" got a mean score that was described as *low*. This means parents are only sometimes involved in helping their children with their assignments. This could suggest a lower level of parental involvement in homework. This might be due to different factors such as parent's time constraints, lack of knowledge about the assignments, or a belief in fostering independence in their children. Further, the students might be more independent and prefer to complete their assignments independently. This could be beneficial for developing self-regulation and problem-solving skills. This could also mean that the support provided by parents might be in a different form than direct help with assignments. Instead, it could provide a conducive environment for studying, moral support, or resources for learning (Núñez et al., 2023; Falanga & Gonida, 2022; Dettmers et al., 2019).

Lastly, parental motivation's overall mean ( $M=3.46$ ,  $SD=.78$ ) was high. This means that parental motivation is oftentimes manifested. This means that parents are often motivated to support their children's academic pursuits. This support can take various forms, such as helping with homework, providing resources, or expressing interest in their children's academic activities. When parents are motivated and involved, it can foster achievement motivation and student engagement (University of Tübingen, 2017; Bempechat & Shernoff, 2012). Parental motivation and support can contribute to children's beliefs in their efficacy in regulating their own learning and academic attainments. This, in turn, can promote high academic aspirations and reduce feelings of futility and depression (Nanda & Ganguli, 2021).

### B. Level of Achievement

Displayed in Table 2 is the level of achievement of senior high students. Among the ten (10) statements about achievement, the statement "*I keep a good attendance in class.*" got the highest mean, which was described as very high or outstanding. This implies that most of the class surveyed is consistently present. This indicates that regular class attendance is often associated with better academic performance (American University, 2022; Meador, 2020; Bergin & Ferrara, 2019; GreatSchools, 2019).

In addition, the statement "*I am independent in doing my paper works*" got a mean score described as high or very satisfactory. This implies that students often work independently on their assignments. This is a positive indication, as it suggests that they are taking initiative, managing their time effectively, and developing essential skills for academic and professional success. Students often take their education seriously and are committed to learning (Palmer, 2023; Van Bavel et al., 2022; Magnusson & Zackariasson, 2019).

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Further, the statement “*I achieved high scores in different tasks.*” got a mean score, which was described as moderate or satisfactory. This suggests that students sometimes achieve high scores but not consistently. This could be due to various factors, including the difficulty of the tasks, the student's understanding of the subject matter, their motivation, or other external factors. While achieving high scores is essential, it is crucial to consider these other factors. It is beneficial for educators to provide support and resources to help students to overcome these challenges and improve their performance (De Gendre & Salamanca, 2021; Steinmayr et al., 2019).

Lastly, the overall mean was described as high. This means that the student's level of achievement was very satisfactory. This suggests that the students often demonstrate behaviors conducive to academic success. They are engaged, responsible, and committed to their studies, reflecting their grades, participation in activities, compliance with assignments, punctuality, independence, organization, and attendance. These behaviors and achievements are likely to contribute to a positive learning environment and set the students up for future success (Felix, 2023; Llego, 2022; Main, 2022; Morin, 2020; Mateo, 2020; Corno, 2013; Credé et al., 2010; Nonis & Hudson, 2006; Zimmerman, 2002; Eccles & Barber, 1999).

**Table 2. Level of Achievement**

Statements	SD	M	Descriptive Level
I maintain my grades.	1.15	3.66	High
I performed extra - curricular activities.	1.14	3.57	High
I comply all my paper works.	.93	4.43	Very High
I am happy when I arrived in school early.	1.05	3.75	High
I am responsible with the tasks given to me in school.	1.03	4.23	Very High
I achieved high scores in different tasks.	.92	3.34	Moderate
I achieved certificate of recognition.	1.15	3.18	Moderate
I am independent in doing my paper works.	.92	4.05	High
My projects are well organized when I passed it.	1.04	4.04	High
I keep a good attendance in class.	.76	4.59	Very High
<b>Overall Mean</b>	<b>.59</b>	<b>3.88</b>	<b>High</b>

*Note:* N = 56, M = Mean, SD = Standard Deviation

### C. Significance of the Relationship between Parental Motivation and Achievement

As shown in Table 3, there is a significant relationship between parental motivation and the achievement of senior high school students. Based on the data, an overall r-value of .316 with a p-value less than 0.05 was shown., resulting in the rejection of the null hypothesis. This shows that parental motivation correlates positively and significantly with senior high school students' achievement. This implies that when parents show a high level of motivation towards their children's education by monitoring their studies, congratulating them when they do well in school, and feeling happy when they get the students tend to perform better academically. Research has consistently shown that parental motivation was linked to student achievement (Castro et al., 2015; Hill & Tyson, 2009; Jeynes, 2007; Fan & Chen, 2001). Parents who are actively involved in their children's learning, which set reasonable expectations and provide support and resources for learning, have children who are more successful academically (Musengamana, 2023; Schmid & Garrels, 2021; Piquart & Ebeling, 2020; Tatlah et al., 2019; Yamamoto & Holloway, 2010).

**Table 3 Significance of the Relationship between Parental Motivation and Achievement**

Parental Motivation	Achievement
	<i>Overall</i>
<i>Overall</i>	.316* (.017)

\*p<.05 – Significant

### D. Regression Analysis of the Influence of Parental Motivation on Achievement

Presented in Table 4 is the regression analysis that revealed the influence of parental motivation on students' achievement. The data in Table 4 shows a significant influence of parental motivation on achievement ( $\beta=.238$ ,  $t=2.451$ ,  $p=.017$ ). It implies that when parents are highly motivated to support their children's education, it can lead to better student achievement. This further suggests that changes in parental motivation can directly cause changes in students' achievement. Various studies (Musengamana, 2023; Yang et al., 2023; Šimunović & Babarović, 2020; Bempechat & Shernoff, 2012) have mentioned that parental motivation influences student achievement.

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The obtained F-value of 6.009 is significant at  $p < 0.05$ , which indicates a model fit. Also, the R-squared value of .100 or 10% suggested that the variance in achievement was attributed to parental motivation. This means that .900, or 90.0% of the variance, could be credited to other things that are already beyond the concern of this study. It is important to emphasize that the relationship between parental motivation and achievement is complex and can be influenced by a variety of factors, such as student's characteristics, the school environment, and broader societal factors (Bempechat et al., 2022; Stavroulaki et al., 2021; Tatlah et al., 2019; Akbar et al., 2017; Topor et al., 2010).

**Table 4. Regression Analysis of the Influence of Parental Motivation on Achievement**

Independent Variable	Achievement		
	B	t	Sig.
Constant	3.059	8.867	<.001
Parental Motivation	.238	2.451	.017*
<i>R</i>	.316		
<i>R</i> <sup>2</sup>	.100		
<i>F</i>	6.009		
<i>p</i>	.017*		

\* $p < .05$  – Significant

## IV. CONCLUSIONS

Based on the findings, the following conclusions were derived:

1. The level of parental motivation was described as high. This means that parental motivation is oftentimes manifested. This means that parents are often motivated to support their children's academic pursuits. This support can take various forms, such as helping with homework, providing resources, or expressing interest in their children's academic activities.
2. The level of achievement was described as high. This means that the student's level of achievement was very satisfactory. This suggests that the students often demonstrate behaviors conducive to academic success. They are engaged, responsible, and committed to their studies, reflecting their grades, participation in activities, compliance with assignments, punctuality, independence, organization, and attendance.
3. There was a significant relationship between parental motivation and students' achievement. This implies that when parents show high motivation towards their children's education by monitoring their studies, congratulating them when they do well in school, and feeling happy when they get the students tend to perform better academically.
4. Parental motivation significantly influences students' achievement. It implies that when parents are highly motivated to support their children's education, it can lead to better student achievement. This further suggests that changes in parental motivation can directly cause changes in students' achievement.

## V. RECOMMENDATIONS

After a careful review of the conclusions, the following recommendations were offered:

1. The students are recommended to maintain open communication with their parents, sharing their academic challenges and successes. They should not hesitate to seek help from their parents when struggling with assignments or school tasks. Students need to maintain consistency in their grades and school responsibilities, as they are performing well in these areas. However, they may also strive to improve in areas such as achieving high scores in different tasks and gaining recognition through certificates. Lastly, students may continue their high involvement in extracurricular activities, contributing to a well-rounded education and personal development.
2. Parents are recommended to stay actively involved in their children's education by showing interest in their day, helping with homework, and monitoring their studies. This involvement can motivate the child to perform better academically. Parents may also provide emotional support by celebrating their child's achievements, no matter how small, and being there for them during their setbacks, providing advice and comfort. In addition, parents may encourage and support their children in areas they need to improve, such as achieving high scores in different tasks. Recognizing and appreciating the child's efforts in academics and extracurricular activities can boost their morale and motivation.
3. Future researchers are encouraged to broaden their scope beyond parental motivation and consider other influential factors on student achievement, such as peer influence, teaching quality, and personal motivation. Longitudinal studies are recommended to track the evolution of these factors and student achievement over time, providing a more comprehensive understanding. Additionally, research could be directed toward designing and testing interventions to enhance parental motivation and study its impact on student achievement, potentially offering practical strategies for academic improvement.



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