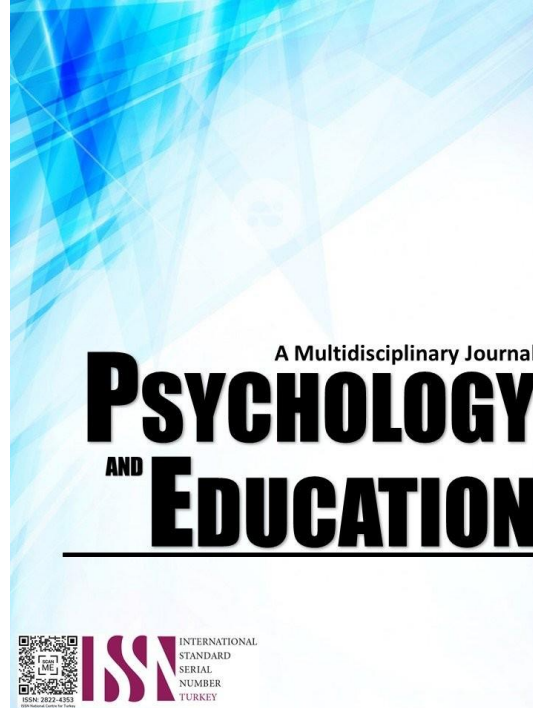


PARENTAL FINANCIAL INVOLVEMENTS AND STUDENTS' ACADEMIC MOTIVATION IN THE NEW NORMAL MODE OF LEARNING



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Parental Financial Involvements and Students' Academic Motivation in the New Normal Mode of Learning

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Abstract

The new normal education has required students to have technological needs and resources; hence this research study was conducted to determine the levels of parental financial involvements students received from their parents, levels of students' academic motivation, and the relationship of parental financial involvements on students' academic motivation. Descriptive correlational design, and quantitative methodology, specifically the usage of measures of central tendency, was employed in determining the objectives of the study. Fifty-eight (58) graduating students taking up BSE Major in Sciences were purposively selected using non-probability sampling method as the participants of the study. Results showed that, participants received a high level of parental financial involvements from their parents with a mean score of 2.33 which suggested that parents had financially supported their students. Furthermore, the study found out that participants showed high level of motivation to all constructs of academic motivation with a mean score of 1.73. More specifically, the participants were highly career and grade motivated with a mean score of 2.88 and 2.87 respectively, than being intrinsically motivated and self-determined. Finally, the study found out that, Parental Financial Involvements moderately correlated on BSE Sciences 4 Academic Motivation with a Pearson's r value of .032. Furthermore, the two variables has significant relationship with a p -value of .011 less than the critical value.

Keywords: *parental financial involvements, students' academic motivation*

Introduction

March 2020 has marked the entire world by the rapid changes brought by the COVID-19 pandemic. Since then, it has been affecting the entire aspects of the society. Socially, it has limited the interaction of people from time to time, people follow certain protocols in going outside their homes. Economically, many people have lost their jobs, decreases salary, closing of establishments, and small businesses. These two aspects of society has greatly affect the education system of the entire world. Like many other countries, the Philippines has resorted to distance mode of learning, this includes modular learning and online learning.

Distance learning has demanded parents to exercise their financial capability to its full potential. The new normal education has required students to have technological needs like gadgets, and internet connectivity, because it is the only resources to use during the crisis; hence, this demanded parents to provide for their children. On the other hand, since students no longer go to school for study, parents do not see providing allowances to their children as a necessity because studying only takes place at home.

In continuation, aside from social isolation of home-schooling and lack of resources, the lack of financial involvements of parents has psychological effects to students, more importantly its' effect to their motivation to learn. In a study conducted by Azubuike and Aina, (2020) it has suggested that learning can occur naturally when parents are able to give the tools and an enabling atmosphere for their children to learn, however this is not true to all. The study asked parents what their children needed to aid remote learning, 55% said their children needed laptops, 47% reported internet access, 32% and 28% cited internet-enabled devices; phones and tablets respectively; hence financially capability has influence how students learn.

Although these claims had been established, the researchers still believe that there are more to study about financial involvement to students' motivation. Hence, this research study aims to determine the influence of parental financial involvement not just students, but rather graduating students' academic motivation through correlational research. College graduating students has crucial role in having success in their study, as afterwards they will face the reality of making their careers a success one. Hence, at this stage their academic motivation should be in its peak, and this research study would like to further establish the relationship of financial involvement to their motivation to provide awareness and help.

Research Objectives

This research study generally aims to determine the relationship of parental financial involvements to students' academic motivation. Specifically, it aimed to:

1. Identify the level of financial involvements that students received from their parents.
2. ascertain the level of students' academic motivation in terms of:
 - 2.1 intrinsic motivation;
 - 2.2 career motivation;
 - 2.3 self-determination; and

2.4 ngrade motivation?

3. Find out the significant relationship between parental financial involvements, and students' level of academic motivation.

Literature Review

Financial Crisis and Parental Involvement

On a study conducted by Dutta and Smita, (2020) entitled *The Impact of COVID-19 Pandemic on Tertiary Education in Bangladesh: Students' Perspectives*, it was stated that since Covid- 19 has hit the country, students are not able to meet the financial needs wherein it then affected their studies. Students coming from different economic status has suffered different levels of consequences. There is unequal participation at school due to the scarcity of resources to attend online learning; students coming from poor families were counted as drop outs (Tsolou et al., 2021).

But despite all of these hardships, students are able to empower these limitations and stay motivated to finish their goals. They are driven by consequential aspirations and not by controlled motivation, reward and rules that propel them (Rahiem, 2020).

Parental Involvement on Student's Achievement/Performance/Motivation

Parent involvement placed a vital role in the education of children as well as the contribution it gives to the society, and for the sake of a holistic education, parents need to play a supportive role in education and Philippine government must take into account the enactment of a council or policy for family affairs (Bartolome et al., 2017).

All of the parents interviewed revealed that their involvement has a tremendous impact on their children's educational achievement; of which one of the participants from the interview added that, parental involvement had an impact not only on the children's academics, but also on every aspect of their lives, (Rev. Minj, 1999) *Parental Involvement and its Perceived Impact on Children's Achievement*.

Topor et al. (2011) in their study entitled *Parent involvement and student academic performance: A multiple mediational analysis*, showed indication on statistical significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence; further indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. On the contrary, the research investigation entitled *An Investigation of Parental Involvement and Student Academic Achievement in Middle School*, Smokoska (2020) showed a different result, where data from the Pearson correlation revealed that there was not a significant correlation between parental involvement and student academic achievement.

Joo et al. (2013) in their research study entitled *The Effects of Self-Determination on Learning Outcomes in a Blended Learning* showed that competence and relatedness predicted both flow and perceived level of achievement. However, all of the self- determination variables failed to directly predict persistence, partly because of the research context, that is, the characteristics of seminar program and participants. One more study conducted by Wilks, (2016) entitled *A Study of the Self- Determination of High School Students in a Blended Learning Environment and Meeting the Goals for 21st Century Student Outcomes* revealed that the quantitative analysis indicates self- determination in a blended learning environment is greater than in the traditional learning environment with respect to competence only.

Lara and Saracosti, (2019) in their research entitled *Effect of Parental Involvement on Children's Academic Achievement in Chile* showed that, there were differences in academic achievement scores between the parent involvement profiles, where high and medium involved parents had children with higher academic achievement than low involved parents. Antoine, (2000) in his study entitled *The Correlation Between Parental Involvement and Student Academic Achievement*, concluded that, parents who are more involved in the academic lives of their children have students who have a higher probability of being successful academically, as a result of that additional assistance.

Chow and Yong, (2013) in their research study entitled, *Secondary School Students' Motivation and Achievement in Combined Science*; results showed that there were significant positive associations between students' motivational orientations and science achievement. Furthermore, the study found out that high level of extrinsic motivation displayed by the students indicates that earning a good grade is important in helping them to get a good job in their career.

Parental Financial Involvement on Student's Achievement/Performance/Motivation

Existing research has highlighted the importance of parent's participation to student's education and achievement. Parental involvement is multifaceted and can be described in variety of ways. In a study conducted by Azubuike and Aina, (2020) entitled "How Parents are Supporting their Children's Learning during the COVID-19 Pandemic in Nigeria" it has suggested that learning can occur naturally when parents are able to give the tools and an enabling atmosphere for their children to learn, however this is not true to all.

In continuation, the study asked parents what their children needed to aid remote learning, 55% said their children needed laptops, 47% reported internet access, 32% and 28% cited internet-enabled devices; phones and tablets respectively; hence financially capability has influence how students learn.

Financial support from parents for their children is strongly linked to the family's financial resources and other features. More so, motivation is the act or process of giving someone a reason to do something. Parental support has significantly influenced student's achievement and performance (Chohan & Khan, 2010). Significantly, students must get facility to be motivated to learn and be better (Riswanto & Aryani, 2017).

In a research study conducted by Alwi and Hanif (2019) entitled Impact of Parental Involvement on Academic Performance of Students, it is stated that students tend to do better in school when their parents are actively involved in their school finances (e.g., provision of pocket money, giving gifts and cash cards and etc.).

Another study cited in Gobena, (2018) work entitled Family Socio- economic Status Effect on Students' Academic Achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia; stated that, effective learning involves partnership of students, teachers and parents. It is also observed that families' involvement determines the emotional and material input that further determined the motivation level in students towards education (Otula, 2007).

This is further supported by Moneva et al., (2020) in their study entitled Parental Financial Support and Students Motivation in Learning which states that, having a high level of parents' financial support affects the students' motivation in learning. Additionally, results showed that parents have supported their students financially; and that parents' financial support and students' motivation has a significant relationship.

In similar study conducted by Moneva et al., (2020) entitled Students' Satisfaction in Their Financial Support and Persistence in School, findings includes that students from Jagobiao National High School has a high level of satisfaction in financial support given by their parents. Furthermore, Students' level of persistence relies on the amount of financial support of parents to their children.

In continuation, one recommendation given by Moneva & Gonzaga, (2020) entitled Parental Motivation and Student's Interest in their Studies suggested that, 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.

Garcia (2018) in her study Parental Involvement Among Low-income Filipinos: A Phenomenological Inquiry; whereas data analysis showed that, Filipino parents believe that helping their children with schoolwork, motivating them, and providing structure at home help their children succeed in school, consistent with the extant literature on parental involvement.

Moneva et al. (2020) in their study entitled, Parental Financial Support and Student's Motivation in Learning, whereas the study revealed that having a high level of parents' financial support affects the students' motivation in learning. The study and other studies that has been mentioned in the review of related literature have shown significant relevance to current situation of the new normal mode of learning; which from this ground, the research study aimed to add to the existing results that has been mentioned.

Intrinsic Academic Motivation

Sukor et al. (2017) from their study Influence of Students' Motivation on Academic Performance among Non-Food Science Students Taking Food Science Course revealed that, students had a moderate level of motivation towards food science course. A positive significant relationship score was obtained between overall motivations with academic performance.

Intrinsic motivation is a natural human tendency – in other words, people will actively strive toward doing the things they find interesting or enjoyable (Legault, 2016) Intrinsic and Extrinsic Motivation. This article further stated that, in order for intrinsic motivation to flourish, the social environment must nurture it. Social contexts exert an influence on the experience of intrinsic motivation by affecting perceived autonomy and competence.

Jovanovic and Matejevic (2014) in their research review entitled Relationship between Rewards and Intrinsic Motivation for Learning stated that, there is a good evidence that rewards have a strong influence on the students' motivation for learning and high creative outcomes. Moreover, the review further claimed that rewards are not harmful and that there is a certain interrelation between external motivators and task-oriented motivation.

Career and Self-Determination

Sanchez et al. (2014) showed in their study the influence of different components of motivation (extrinsic -career and grade- motivation) on learning human histology in health science curricula from three different degree programs. Results showed that in relation specifically to learning histology, the profiles for components of motivation defined as career motivation and self- efficacy were similar in all three degree programs.

Furthermore, it was interestingly found out that, both profiles were positively correlated with the students' final performance in histology, pointing out that the extent of career motivation and self-efficacy are clearly influencing the final outcome of the students in histology.

This is further supported by a study conducted by Yapo et al. (2021) entitled The Self- Efficacy and Academic Motivation of the Graduating College Students during the COVID-19 Pandemic in the Philippines which stated that students are able to improve their academic achievements when they are academically motivated and with high self-efficacy.

Grade Motivation

Sanchez et al. (2014) further claimed that the degree program of dentistry, unsurprisingly students scored highest in both of these components of motivation, more especially in grade motivation, where grade motivation includes short term goals.

Bronfenbrenner's Ecological Systems Theory: The Microsystem

The microsystem is the first level of Bronfenbrenner's theory, this includes the parents, siblings, teachers, and school peers who have direct contact with the child. Microsystem interactions are highly intimate, and they are critical for developing and supporting a child's growth. From this, financial involvement of parents can be considered as one of the interactions that occurs within the microsystem. Furthermore, a good nurturing relationship between a child and their parents is thought to have a positive effect on the child. Distant and uncaring parents, on the other hand, will have a detrimental impact on the child.

Methodology

Research Design

This research study follows a descriptive correlational design, and quantitative methodology specifically the usage of measures of central tendency in determining the levels of academic motivation, parental financial involvements, and the t-test to determine the relationship between variables which are parental financial involvements and students' academic motivation.

Participants

The research study includes graduating college students of Central Mindanao University taking up Bachelor of Secondary Major in Sciences, which was selected using non-probability sampling method, the purposive sampling method. Out of the total Eighty-Three (83) population of graduating students majoring in Sciences, only Fifty Eight (58) have responded, and selected as the participants research study.

Instruments

The research study employed survey questionnaire through Google forms in data gathering. The survey questionnaire includes two different parts:

a. Part I - Parental Financial Involvement questionnaire was adapted from the research study entitled Parental Financial Support and Students Motivation in Learning of Moneva, Pestano & Vertulfo, (2020). The questionnaire underwent a pilot testing and obtained a Cronbach's reliability test score of 0.711. Furthermore, the questionnaire followed the scoring procedure of:

Scale	Range	Descriptive Rating	Qualitative Interpretation
3	2.33-3.0	Agree	Highly Involved
2	1.65-2.32	Undecided	Moderately Involved
1	1.0-1-1.64	Disagree	Niot Involved

b. Part II – Students' Academic Motivation which includes four (4) different constructs; the intrinsic, career, self-determination, and grade motivation. This questionnaire was adapted from the research study entitled Motivational component profiles in university students learning histology: a comparative study between genders and different health science curricula of Sanchez, Nunez, Carriel, Piedra, Sola, & Alaminos, (2014). The questionnaire underwent a pilot testing and obtained a Cronbach's reliability test score of 0.880. Furthermore, the questionnaire followed the scoring procedure of:

Scale	Range	Descriptive Rating	Qualitative Interpretation
3	2.33-3.0	Agree	Highly Involved
2	1.65-2.32	Undecided	Moderately Involved
1	1.0-1-1.64	Disagree	Niot Involved

Procedure

A communication letter was prepared signed by the school and the research adviser. A questionnaire was adapted by the researcher which contains indicators on parental involvement and students' academic motivation to be agreed or disagreed upon by the participants. Furthermore, the questionnaire underwent a pilot testing to obtain its reliability. The researchers administered the questionnaire among the research participants of the study. Participants consent was asked, and all personal information was not disclosed; responses were collected.

Results and Discussion

This section presents the presentation, interpretation and analysis of data of the study Parental Financial Involvements on Students' Academic Motivation in the New Normal Mode of Learning.

Table 1 presents the level of parental financial involvements of parents. The table revealed an overall mean score of 2.33, with a

standard deviation of 0.6 indicating a high level of involvement. Furthermore, among the 4 indicators, indicator 1 (My parents give me enough money for my online academic requirements, e.g. Load and Internet Connectivity), indicator 2 (I am satisfied with my weekly/monthly allowance), and indicator 3 (My parents would willingly give me money immediately when I asked for it), gained a mean score of 2.56, 2.51, and 2.37 respectively, of which indicated high level of involvement. On the other hand, indicator 4 (My parents would willingly reward me by giving the things that I need and want) gained a mean score of 1.89 indicating neither parents agree nor disagree. Further indicating that parents neither highly involve nor never involve, hence it will be interpreted as moderately involved.

Table 1. *Level of Parental Financial Involvements of Parents*

Indicators	Mean	SD	Descriptive Rating	Qualitative Interpretation
1. My parents give me enough money for my online academic requirements. (Load and Internet Connectivity)	2.56	0.5	Agree	Highly Involved
2. I am satisfied with my weekly/monthly allowance	2.51	0.7	Agree	Highly Involved
3. My parents would willingly give me money immediately when I asked for it	2.37	0.6	Agree	Highly Involved
4. My parents would willingly reward me by giving the things that I need and want	1.89	0.7	Undecided	Moderately Involved
Overall	2.33	0.6		

Legend: 2.33-3.0= Highly Involved; 1.65-2.32= Moderately Involved; 1.01-1.64= Not Involved

Data analysis suggested that the participants received a high level of parental financial involvements from their parents, of which proposed that their parents had given them high financial supports for their studies. Findings of the study is supported by the research conducted by Moneva et al., (2020) which results showed that, the parents supported their children financially. Respondents tend to avoid voicing extreme opinions or taking a stand on controversial topics. This means that respondents are likely to select a 'safe' choice at the centre of the scale if one is available, rather than reveal their 'true' opinion – for some respondents, for example, the 'neutral option' could mean that 'I don't care either way'; for others it may mean that 'I have no knowledge of this' (Kostoulas, 2013).

Table 2. *Level of Students' Academic Motivation in terms of Intrinsic Motivation*

Indicators	Mean	SD	Descriptive Rating	Qualitative Interpretation
Learning science-related courses make my student life more meaningful.	2.75	0.4	Agree	High Motivated
I feel more interested in learning science and related disciplines	2.74	0.4	Agree	Highly Motivated
Overall	2.74	0.4		

Legend: 2.33-3.0= Highly Involved; 1.65-2.32= Moderately Involved; 1.01-1.64= Not Involved

Table 2 presents the level of students' academic motivation in terms of intrinsic motivation; where it revealed an overall mean score of 2.74 with a standard deviation of 0.4, indicating highly motivated. Additionally, both indicators 1 (Learning science-related courses make my student life more meaningful), and 2 (I feel more interested in learning science and the related disciplines), obtained a mean score of 2.75 and 2.74 respectively of which indicated high level of motivation.

Data analysis proposed that, participants were highly intrinsically motivated. This suggested that, the participants have given high consent to being interested on their courses which made their academic life a meaningful one. Legault, (2016) supported this stating that, people will actively strive towards doing the things they find interesting or enjoyable. Further supported by Jovanovic & Matejevic, (2014) in their research which stated that, there is good evidence that rewards have a strong influence on the students' intrinsic motivation for learning and high creative outcomes.

Table 3. *Level of Students' Academic Motivation in terms of Career Motivation*

Indicators	Mean	SD	Descriptive Rating	Qualitative Interpretation
Understanding science-related courses will benefit my future career endeavors.	2.91	0.3	Agree	Highly Motivated
Taking up science-related courses provides me career advantage in the future.	2.86	0.3	Agree	Highly Motivated
Overall	2.88	0.3		

Legend: 2.33-3.0= Highly Involved; 1.65-2.32= Moderately Involved; 1.01-1.64= Not Involved

Table 3 presents the level of students' academic motivation in terms of career motivation; where it revealed an overall mean score of 2.88 with a standard deviation of 0.3, indicating highly motivated. Additionally, both indicators 1 (Understanding science-related courses will benefit my future career endeavors), and 2 (Taking up science-related courses provides me career advantage in the future), obtained a mean score of 2.91 and 2.86 respectively of which indicated high level of motivation.

This proposed that participants were highly motivated in understanding that their courses will benefit and give them career advantage in the future; that their academic courses will be put to good use in their future careers. This findings of the study is supported by research conducted by Sanchez et al. (2014) which revealed that, in all three programs of health science curricula, career motivation were highly recognized.

Table 4. Level of Students' Academic Motivation in terms of Self-Determination

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Descriptive Rating</i>	<i>Qualitative Interpretation</i>
I use different strategies in learning science-related courses.	2.63	0.5	Agree	Highly Motivated
I put enough effort in learning science-related courses.	2.60	0.5	Agree	Highly Motivated
I prepare well in taking science-related courses and exams				
Overall	2.88	0.3		

Legend: 2.33-3.0= Highly Involved; 1.65-2.32= Moderately Involved; 1.01-1.64= Not Involved

Table 4 presents the level of students' academic motivation in terms of self-determination; where it revealed an overall mean score of 2.55 with a standard deviation of 0.5, indicating highly motivated. Additionally, all the indicators 1 (I use different strategies in learning science-related courses), 2 (I put enough effort in learning science-related courses), and 3 (I prepare well in taking science-related courses activities and exams) obtained a mean score of 2.63, 2.60 and 2.44 respectively of which indicated high level of motivation.

This data analysis proposed that participants were highly motivated when it comes to being in control of their academic courses. This suggested that, participants have given enough effort, prepared well and used various strategies in learning their courses. Supported by the research conducted by Wilks, (2016) where results showed that the quantitative analysis indicates self-determination in a blended learning environment is greater than in the traditional learning environment with respect to academic competence.

On the contrary, the result opposed the study conducted by Joo et al. (2013) where it revealed that, self-determination variables failed to directly predict persistence of the participants.

Table 5. Level of Students' Academic Motivation in terms of Grade Motivation

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Descriptive Rating</i>	<i>Qualitative Interpretation</i>
Getting good remarks in my science-related courses is important to me.	2.86	0.3	Agree	Highly Motivated
I often think about the grades I will get in every activity.	2.68	0.5	Agree	Highly Motivated
Overall	2.77	0.4		

Legend: 2.33-3.0= Highly Involved; 1.65-2.32= Moderately Involved; 1.01-1.64= Not Involved

Table 5 presents the level of students' academic motivation in terms of grade motivation; where it revealed an overall mean score of 2.77 with a standard deviation of 0.4, indicating highly motivated. Additionally, all of the indicators 1 (Getting good remarks in my science-related courses is important to me), and 2 (I often think about the grades I will get in every activities), obtained a mean score of 2.86, 2.60 and 2.68 respectively of which indicated high level of motivation.

Data analysis proposed that participants were highly motivated when it comes achieving these short-term goals; getting good remarks and making sure to get good remarks on their academic courses. This result is in accordance to the findings of the study conducted by Sanchez et al., (2014) of which claimed that the degree program of dentistry, unsurprisingly scored highest in both of these components of motivation, more especially in grade motivation, where grade motivation includes short term goals.

Table 6 presents the summary of the level of students' academic motivation in terms of four (4) constructs; where it revealed an overall mean score of 2.73 with a standard deviation of 0.4, indicating highly motivated. Additionally, the order of level of motivation from highest to lowest mean were as follows: career motivation – (2.88), grade motivation – (2.77), intrinsic motivation – (2.74), and self-determination – (2.55).

Surprisingly, data analysis proposed that participants showed that they were mostly career and short-term goals motivated than being

intrinsically motivated and self-determined. This suggested that participants agreed on the fact that their short-term goals have an extent effect to their long-term goals. The result of the study is supported by Sanchez et al., (2014) where results showed that participants were also grade and career motivated.

Table 6. *Summary of the Level of Students' Academic Motivation*

Constructs	Mean	SD	Descriptive Rating	Qualitative Interpretation
A. Career Motivation	2.88	0.3	Agree	Highly Motivated
B. Grade Motivation	2.77	0.4	Agree	Highly Motivated
C. Intrinsic Motivation	2.74	0.4	Agree	Highly Motivated
D. Self-Determination	2.55	0.5	Agree	Highly Motivated
Overall	2.73	0.4		

Legend: 2.33-3.0= Highly Involved; 1.65-2.32= Moderately Involved; 1.01-1.64= Not Involved

Table 7. *Correlation between Parental Financial Involvement and Students' Academic Motivation*

Pearson's R	.332
p-value	.011

*Correlation is significant at the 0.05 level (2-tailed).

Table 7 presents the correlation between parental and students' academic motivation with Pearson's r value of .332. Under Pearson's r degree of correlation, .332 indicating a moderate correlation between two variables. Furthermore, the table revealed a p-value of .011 lesser than the critical value 0.05, which indicates that the null hypotheses of the study will be rejected.

Data analysis revealed that, there is a moderate significant relationship between the Parental Financial Involvements and the BSE Sciences 4 Academic Motivation. Supported by Moneva et al., (2020) results showed that, having a high level of parents' financial support affects the students' motivation in learning. On the same vien, Moneva & Gonzaga, (2020) suggested that, 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.

Furthermore, the significant relationship of parental financial involvements and students' academic motivation has shown consensus to Bronfenbrenner's Ecological Systems Theory: The Microsystem. Microsystem interactions which include parental financial involvement are critical for developing and supporting a child's growth. A good nurturing relationship between a child and their parents is thought to have a positive effect on the child. Finally, the results of this study opposed Smokoska, (2020) where Pearson correlation revealed that there were no significant correlation between parental involvement and students' academic achievement.

Conclusion

Based on the findings, the study concluded the following: The BSE Sciences 4 students received a high level of parental financial involvements from their parents. Whereas, the parents of the participants had satisfactorily supported their children. The BSE Sciences 4 students were highly motivated towards their academic; in specific, it was further concluded that graduating students were mostly career and grade motivated, as afterwards they will face their career endeavours- and that grades have extent effect to this. Finally, the study concluded that, the high level of parental financial involvements that the BSE Sciences 4 students received from their parents significantly affect their academic motivation positively. Whereas, parents' financial support has a crucial role in nurturing their child's academic success; especially for those who has a graduating students. Their financial support affects how these students become motivated in their undertakings which greatly affect their future career endeavours.

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