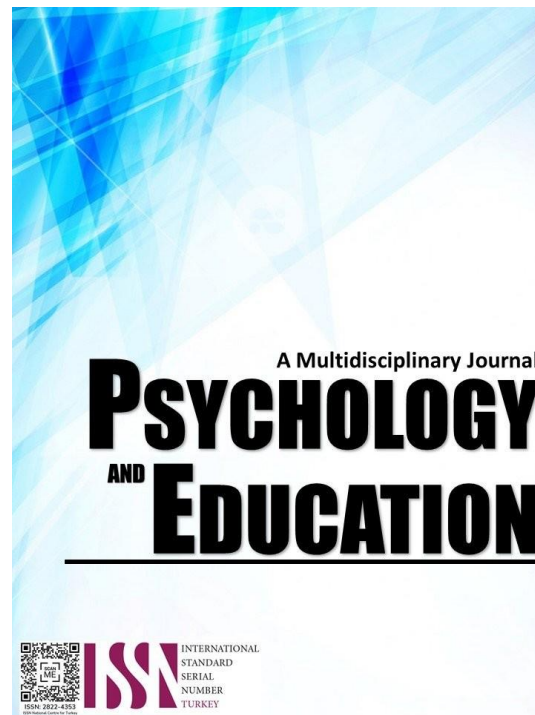


# **PARENTAL INVOLVEMENT AND ITS RELATIONSHIP TO THE ACADEMIC MOTIVATION OF SELECTED STUDENTS IN PASAY CITY EAST HIGH SCHOOL**



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## Parental Involvement and its Relationship to the Academic Motivation of Selected Students in Pasay City East High School

Ailyn C. Cadilo,\* Lelanie D. Perido

For affiliations and correspondence, see the last page.

### Abstract

This study investigates the relationship between parental involvement and academic motivation among high school students. The study surveyed 179 students, analyzing their perceptions of their parents' involvement in their education and their own levels of academic motivation. The data revealed a statistically significant positive correlation between mothers' perceived involvement and students' academic motivation. However, the relationship between fathers' involvement and academic motivation was less pronounced. The study also explored how demographic factors, including age, gender, number of siblings, family income, and family structure, influenced the relationship between parental involvement and academic motivation. While age and gender showed some significant correlations with academic motivation, the number of siblings and family structure did not have a significant impact on the relationship. Interestingly, family income demonstrated a significant relationship with both fathers' involvement and academic motivation. Based on these findings, the study proposes a comprehensive parenting program designed to enhance parental involvement and contribute to students' academic success. This program includes interactive workshops, individualized support, and the provision of educational resources to empower parents and equip them with the tools necessary to effectively engage in their children's education. This research contributes to the understanding of the complex interplay between parental involvement and academic motivation, highlighting the crucial role of mothers in shaping students' educational aspirations. The proposed parenting program offers a practical solution to address the challenges of parental involvement and promote positive parenting practices that support students' academic success.

**Keywords:** *parental involvement, relationship, academic, motivation*

### Introduction

The importance of parental involvement in students' school learning and education is a well-established research field, identifying different benefits of parental involvement not only in academic achievement (e.g. Jeynes, 2007, 2012), but also in other aspects such as motivation, school behaviour, and absenteeism (e.g. Luo, Aye, Hogan, Kaur, & Chan, 2013; Sheldon & Epstein, 2002, 2004). A consensus is starting to be reached that parental involvement needs to be conceptualized as multidimensional (e.g. Bakker & Denessen, 2007; Kohl, Lengua & MacMahon, 2000). One way to differentiate parental involvement is to take into consideration both school based and home based involvement (Hoover-Dempsey, Walker, Sandler, Whetsel, Green, Wilkins, & Closson, 2005; Kohl, Lengua, & McMahon, 2000).

School-based involvement refers to attendance in school activities and the opportunity for parents and teachers to create mutual respect and understanding (e.g. attending school meetings, supporting school events, talking to teachers or volunteering at the school). Home-based involvement refers to different forms of assisting in a child's education outside of school (e.g. homework, talking with children about what happens in class/school, responding to academic study demands). Based on this dichotomy, research sometimes focuses on one or the other type of involvement, or focuses on different practices and behaviours (e.g. Jeynes, 2007, 2012).

Researchers have proposed different theoretical models summarizing the main variables, their role, and the relationships between these variables and students' behaviour or academic achievement (e.g. Eccles & Harold, 1996; Grolnick, Benjet, Kurowski, & Apostoleris, 1997; Hoover-Dempsey & Sandler, 1995; HooverDempsey et al., 2005). These have been the impulse for a wide range of studies attempting to confirm, identify or combine new variables in order to reach a broader understanding of the complexity and benefits of parental involvement in children's education.

Apart from observable behaviors, parent involvement has also been conceived as a set of parental beliefs, attitudes and values, varying from simply knowing where the child is, and knowing the child's friends to parents' enthusiasm, parents' beliefs that they should take an active role in their children's education, educate their children to good citizenship, have high aspirations for their children, and have a positive sense of efficacy for helping the child learn, besides their (adequate) perception of invitations to involvement from the school, teacher and the children themselves (Hoover-Dempsey et al., 2005).

Moreover, Research on parenting has identified an important dimension that contributes to student achievement and success (Grolnick, 2003). Parental involvement refers to providing resources to their child, in the form of spending time with the child and being interested and attentive to the child, as well as providing emotional resources. Parents' involvement usually benefits student learning and achievement (Soucy & Larose, 2000; Strage & Swanson Brandt, 1999).

Meanwhile, academic motivation is a psychological feature that evokes a desire to achieve a certain goal. It involves the student's desire to participate in the learning process in school. It is also concerned with the reason or goals which underlie a student's

participation in learning related activities and believe that school is important. This also refers to the cause of behaviors that are in some way related to academic functioning and success, such as how much effort students put forth, how effectively they regulate their work, which endeavors they choose to pursue, and how persistent they are. Being academically motivated help the students to pursue studying and have good performance in school.

Applying parent's involvement to an academic situation, two levels of involvement become apparent. A parent can exert academic support, or academic control at varying levels (Dumas, Loose, & Regner, 2009). The extent to which parents have an effect on children's academics becomes clear when distinguishing between these two types of contributions. Parental support is defined by Ratelle (2005) as the affirmation of the child as a unique, active, and volitional being evidenced in behaviors such as acknowledging the child's perspective, encouraging independent thinking, and providing opportunities to make choices.

On the contrary, parental control is defined as pressure exerted by a parent for a child to conform to certain expectations (Duchense & Ratelle, 2010). Several studies provide evidence that parental support is beneficial to students' achievement and well-being, whereas parental control is hindering. For example, results of a longitudinal study conducted on students from the time they began their last year of elementary school until the time they entered junior high, showed that parental involvement was associated with less anxiety in children (Duchense & Ratelle, 2010). Parents who exhibited parental support had children who showed open communication, asked for assistance if needed, and established emotional closeness with their parents. By establishing this healthy relationship, parents can aid in their children's achievement in school.

Results also indicated that parental control can raise students' anxiety and depression levels. Without an adequate mental state, students' functioning and achievement will likely be negatively affected. Further evidence from this study demonstrates that the types of behaviors exhibited by parents not only affect students' communication and well-being, but can also affect students' goals in academics.

Given the situations mentioned above, the researcher finds it important to study the parental involvement and academic motivation of selected high school students. The output of this study will serves as a proposal to parenting program to enhance the parenting involvement and increase the academic motivation of the students.

## Research Questions

This study specifically sought to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. number of siblings;
  - 1.4. annual household income;
  - 1.5. type of family structure?
2. What is the level of parental Involvement as assessed by the students?
3. To what extent do they assessed their level of academic motivation?
4. Is there a significant relationship between the Parental Involvement and Academic Motivation of the selected students?
5. Is there a significant difference between Parental Involvement and Academic Motivation of the selected students when grouped according to their profile?
6. What parenting program proposed to enhance the parenting involvement and increase the academic motivation of the students?

## Methodology

### Research Design

The study aimed to determine the relationship of perceived parental involvement to academic motivation of selected high school students. The researcher used descriptive method in performing the study. The said method is deemed to be the most appropriate method in the conduct of this research.

Descriptive- Survey Correlation method was used to establish relationship among the variables in this study and to find answers to questions through the analysis of variables relationship. It helps in determining if the given variable which is parental involvement is associated to academic motivation in the study.

### Respondents

The respondents of the study were the selected one hundred seventy nine (179) high school students of Pasay City East High School. Stratified Random Sampling was employed because the study wanted its respondents to share the same attributes.

To attain the respondents of the study, the research utilized random sampling. Random sampling is a fundamental sampling technique where each member of the population has an equal chance of being selected. This method is essential for ensuring that the sample is representative of the population, thereby minimizing bias and allowing for the generalization of results to the broader population.

## Instrument

A scale type questionnaire was used as the primary data gathering instrument. It was presented in Likert scale and each item determines the relationship of parental involvement to the academic motivation and academic achievement of the respondents.

The said survey has three parts. The first part aimed to gather information on the respondent's demographic profile. The second part was the student version of Perception of Parents Scales by Robert J. Robbins (1994), it assessed student's perception of their parent's involvement, in addition it assesses the degree to which the children perceive their parents to provide warmth and autonomy support. The scale has 42 items: 21 for mothers and 21 for fathers. Third part is the questions about academic motivation.

Since the researcher used an adapted questionnaire, no further validation will be conducted as the instrument already has been tested and proven reliable.

## Procedure

To accomplish the objectives of the study, the researcher will be used the descriptive method of research because it aims to obtain data, facts and opinions; it sought to ascertain the prevailing phenomenon of the study. To understand this fully, the researcher took series of formal meetings with the research adviser to finalize the title of the study. Upon the approval of the title, the researcher sought volumes of related literatures and studies to gain enough understanding of the topic.

In the same way, researcher asked the helped of professionals in authority in order to gain enough information about the topic. Afterwards, the researcher implemented the questionnaire to the real respondents where the researcher chose the Pasay City East High School which has the appropriate population for the respondents.

All responses from the questionnaires was scored, tallied, organized and tabulated in a master data sheet by the researcher for further interpretation. The researcher then proceeded with the interpretation of the data gathered using statistical formulas to check the significant relationship of the parental involvement to academic motivation as mentioned in the survey.

## Data Analysis

Frequency Distribution. This was used to present data clearly and accurately in tabulated form with corresponding rows and columns for each specified or category.

Percentage. This statistics was utilized to determine the current status of the respondents in terms of their demographic profile.

Ranking. This was used to arrange data in a series in ascending to descending order of importance. In this study, the item with the highest frequency mean got the highest rank and the lowest also got the lowest rank.

Pearson Product-Moment Correlation Coefficient. This is a measure of the strength of a linear association between two variables and is denoted by  $r$ . Basically, a Pearson product-moment correlation attempts to draw a line of best fit through the data of two variables, and the Pearson correlation coefficient,  $r$ , indicates how far away all these data points are to this line of best fit.

Weighted Mean. This method was employed to express the different data into a single data that described the perception of the respondents.

## Results and Discussion

This part of the study shows the presentation, analysis, and interpretation of the gathered data from the questionnaires answered by the respondents which sought to answer the following questions posited on the objectives of the study.

### Profile of the Respondents

Table 1.1. *Profile of the Respondents*

<i>Profile Variable</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
<b>Age</b>			
Below 15 years old	2	1.12	5
15 years old	67	37.43	2
16 years old	78	43.58	1
17 years old	19	10.61	3
18 years old and above	13	7.26	4
Total	179	100	
<b>Sex</b>			
Female	91	50.84	1
Male	88	49.16	2
Total	179	100	
<b>Number of Siblings</b>			
1 – 2	27	15.08	3
3 – 4	79	44.13	1

5 – 6	46	25.70	2
7 – 8	13	7.26	4
9 – 10	9	5.03	5
More than 10	5	2.79	6
Total	179	100	

As stated in Table 1.1, in terms of the age range of the respondents, 16 years old made the highest frequency count of 78 or 43.58% at rank 1 while below 15 years old and below got the least frequency count of two or 1.12% at rank 5.

For the sexes of the chosen respondents, 91 of them or 50.84% at rank 1 gained the highest frequency count of 91 or 50.84% at rank 1 whereas male got 88 or 49.16% at rank 2.

With respect to the respondents' number of siblings, 3 - 4 garnered the highest frequency count of 79 or 44.13% at rank 1 while more than 10 siblings made the least frequency count of five or 2.79% at rank 6.

Table 1.2. *Profile of the Respondents*

<i>Profile Variable</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
<b>Annual Household Income:</b>			
P75,000 - P100,000	26	14.53	5
P55,000 - P70,000	58	32.40	1
P25,000 - P50,000	28	15.64	3.5
P15,000 - P20,000	39	21.79	2
P5,000 - P10,000	28	15.64	1.5
Total	179	100	
<b>Type of Family Structure:</b>			
Extended	51	28.49	2
Single Parent	44	24.58	3
Nuclear	73	40.78	1
Stepfamily	11	6.15	4
Total	179	100	

As gleaned in Table 2, the annual household income of P55,000 - P70,000 yielded the highest frequency count of 58 or 32.40% at rank 1 whereas P75,000 - P100,000 got the least frequency count of 26 or 14.53% at rank 5.

In terms of the respondents type of family structures, nuclear family made the highest frequency count of 73 or 40.78% at rank 1 while stepfamily gained the least frequency count of 11 or 6.15% at rank 4.

### Level of Parental Involvement as Assessed by the Students

Table 2. *Level of Mothers Involvement as Assessed by the Students*

<i>Items</i>	<i>Weighted Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. Seems to know how I feel about things.	3.64	Somewhat True	17
2. Tries to tell me how to run my life	4.28	Somewhat True	12
3. Finds time to talk with me.	4.41	Somewhat True	9.5
4. Accepts me and likes me as I am.	5.65	True	1
5. Whenever possible, allows me to choose. what to do.	4.55	Moderately True	7
6. Doesn't seem to think of me often.	3.18	Slightly True	21
7. Clearly conveys her love for me.	5.00	Moderately True	2
8. Listens to my opinion or perspectives when I've got a problem.	4.41	Somewhat True	9.5
9. Spends a lot of time with me.	3.96	Somewhat True	13
10. Makes me feel very special.	4.65	Moderately True	5
11. Allows me to decide things for myself.	4.60	Moderately True	6
12. Often seems too busy to attend to me.	3.81	Somewhat True	15
13. Often disapproving and unaccepting of me.	3.24	Slightly True	20
14. Insists upon my doing things his/ her way.	3.83	Somewhat True	14
15. Not very involved with my concerns.	3.45	Slightly True	19
16. Typically happy to see me.	4.93	Moderately True	3
17. Usually willing to consider things from my point of view.	4.38	Somewhat True	11
18. Puts time and energy in helping me.	4.46	Moderately True	8
19. Helps me to choose my own direction.	4.86	Moderately True	4
20. Seems to be disappointed in me a lot.	3.53	Slightly True	18
21. Is not very sensitive to many of my needs.	3.80	Somewhat True	16
Composite Mean	4.23	Somewhat True	

As reflected in Table 2, the student-respondents replied that it is true that their mothers accept and like them as they are which gained the highest weighted mean of 5.65 and the highest rank of 1.

This means that majority of students feel a strong sense of unconditional acceptance and affection from their mothers, which likely contributes positively to their emotional well-being and self-esteem.

This is supported by the study of Coulombe (2021) found that sensitive maternal caregiving and children's prosocial behavior were linked to enhanced self-esteem in children. Keizer (2019) further emphasized the unique role of the mother-adolescent attachment relationship in shaping self-esteem, particularly in daughters.

These findings were supported by Hutchinson (2021), who highlighted the impact of maternal acceptance on the well-being and self-esteem of new mothers. However, Somers (2019) also noted the influence of attachment anxiety and avoidance on mothers' emotional experiences, suggesting a need for further research on the complex interplay between maternal acceptance and emotional well-being.

On the other hand, the said group of respondents answered that it is slightly true that their mothers doesn't seem to think of them often which made the least weighted mean of 3.18 and least rank of 21.

The findings revealed that most students do not feel neglected or overlooked by their mothers. This further reinforces the overall positive perception students have regarding their mothers' engagement and concern for them.

Recent studies have highlighted the significant impact of maternal neglect on the well-being of children and adolescents. Liu (2024) and Kong (2019) both found that maternal neglect can lead to a range of mental health issues, including insecurity, trust issues, depression, and reduced psychological well-being. Karadağ (2021) further identified specific characteristics of neglectful mothers, including problems with social support, marital adjustment, and adult attachment patterns. Wong (2019) added that the impact of maternal neglect can be exacerbated by factors such as the duration of maternal substance misuse postpartum and the existence of a sibling.

The overall achieved composite mean of 4.23 implied that the students-respondents assessed that their mothers' level of involvements are somewhat true. This means that they recognize and appreciate their mothers' acceptance and attentiveness, but there are also some aspects where the perceived involvement is less pronounced. This balanced view reflects a nuanced understanding of their mothers' roles and interactions in their lives.

Research consistently shows that mother involvement has a significant impact on children's academic achievement. Hsu (2011) found that mother involvement had a stronger predictive power than father involvement. This was further supported by Zhao (2014), who found that mothers' autonomy-supportive involvement positively correlated with children's achievement.

However, McBride (2009) found that while both parents' early involvement did not directly impact later student achievement, maternal school involvement was positively related to achievement. Chen (2013) added a nuanced perspective, suggesting that children's academic functioning may be at risk when family functioning is disrupted due to maternal chronic illness.

Table 3. *Level of Fathers Involvement as Assessed by the Students*

<i>Items</i>	<i>Weighted Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. Seems to know how I feel about things.	3.42	Slightly True	17
2. Tries to tell me how to run my life	3.91	Somewhat True	10
3. Finds time to talk with me.	3.87	Somewhat True	12
4. Accepts me and likes me as I am.	5.34	True	1
5. Whenever possible, allows me to choose what to do.	4.53	Moderately True	2
6. Doesn't seem to think of me often.	3.20	Slightly True	20
7. Clearly conveys her love for me.	4.34	Somewhat True	5.5
8. Listens to my opinion or perspectives when I've got a problem.	3.89	Somewhat True	11
9. Spends a lot of time with me.	3.84	Somewhat True	13
10. Makes me feel very special.	4.17	Somewhat True	7
11. Allows me to decide things for myself.	4.40	Somewhat True	3.5
12. Often seems too busy to attend to me.	3.41	Slightly True	18
13. Often disapproving and unaccepting of me.	3.00	Slightly True	21
14. Insists upon my doing things his/ her way.	3.51	Slightly True	16
15. Not very involved with my concerns.	3.60	Somewhat True	15
16. Typically happy to see me.	4.40	Somewhat True	3.5
17. Usually willing to consider things from my point of view.	4.04	Somewhat True	9
18. Puts time and energy in helping me.	4.12	Somewhat True	8
19. Helps me to choose my own direction.	4.34	Somewhat True	5.5
20. Seems to be disappointed in me a lot.	3.26	Slightly True	19
21. Is not very sensitive to many of my needs.	3.77	Somewhat True	14
Composite Mean	3.92	Somewhat True	

As written in Table 3, the student-respondents answered that it is true that their fathers accept and like them as they are which gained the highest weighted mean of 5.34 and the highest rank of 1. The findings mean that the statement about fathers accepting and liking their children as they are underscores the crucial role of paternal acceptance in the students' lives. It highlights the positive impact this

acceptance has on their emotional well-being, sense of support, and overall family relationships.

This is supported by the study conducted by Ruiz (2019), who found that both father involvement and parental acceptance, particularly from the father, significantly contribute to children's psychological adjustment. Turner (2021) further emphasized the importance of fatherhood education in promoting responsible father involvement, which in turn can improve paternal subjective well-being.

On the other hand, Macht (2021) and Dandy (2020) both underscored the positive influence of children on fathers' well-being, with Macht (2021) specifically noting the role of children in counteracting toxic aspects of masculinity.

Meanwhile, the said group of respondents responded that it is slightly true that their fathers disapproving and unaccepting of them which got the least weighted mean of 3.00 and least rank of 21. The overall positive perception of acceptance and support suggests a strong foundation for nurturing father-child relationships, but efforts should be made to address any instances of perceived disapproval to promote the well-being of all children involved.

This is supported by the study of Liu (2024) and Freeks (2023), who both emphasize the role of parental involvement and attention in protecting mental health and preventing child neglect and abuse. Reuven-Krispin (2020) further explores the implications of father absence due to divorce on young adults' well-being and romantic relationships, finding negative effects. Azuine (2019) underscores the role of fathers in the physical and mental well-being of children, with poor overall and mental health in fathers being associated with similar outcomes in their children.

The composite mean of 3.92 signified that the students-respondents affirmed that their fathers' level of involvements is somewhat true. While this signifies a reasonable level of engagement, there is potential for fathers to become more involved to enhance their children's overall development and well-being. This insight can serve as a constructive feedback point for fathers aiming to improve their relationship and involvement with their children.

Research on the influence of father's involvement in academic achievement yields mixed results. Hsu (2011) found that mother involvement had a stronger predictive power, while Kim (2015) reported that both parents' involvement was equally associated with achievement.

Meanwhile, McBride (2005) and McBride (2013) highlighted the mediating role of father involvement in student achievement, with the latter emphasizing the influence of demographic contexts.

### Extent of Assessment of the Respondents on their Level of Academic Motivation

Tables 4.1 and 4.2 highlighted the findings on the extent of assessment of the respondents on their level of academic motivation.

Moreover, the researcher was able to comprehensively explain the findings and supported it with related literature and studies.

Table 4.1. *Extent of Assessment of the Respondents on their Level of Academic Motivation*

<i>Items</i>	<i>Weighted Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. Because with only a high-school degree I would not find a high-paying job later on.	3.70	Corresponds a Lot	25
2. Because I experience pleasure and satisfaction while learning new things.	4.22	Corresponds Exactly	8
3. Because I think that a college education will help me better prepare for the career I have chosen	4.58	Corresponds Exactly	2
4. For the intense feelings I experience when I am communicating my own ideas to others.	4.05	Corresponds a Lot	17
5. Honestly, I don't know; I really feel that I am wasting my time in school.	2.83	Corresponds Moderately	28
6. For the pleasure I experience while surpassing myself in my studies	3.81	Corresponds a Lot	21
7. To prove to myself that I am capable of completing my college degree	4.34	Corresponds Exactly	4
8. In order to obtain a more prestigious job later on	4.21	Corresponds Exactly	9
9. For the pleasure I experience when I discover new things never seen before.	4.11	Corresponds a Lot	14
10. Because eventually it will enable me to enter the job market in a field that I like	4.09	Corresponds a Lot	16
11. For the pleasure that I experience when I read interesting authors	3.74	Corresponds a Lot	23
12. I once had good reasons for going to college; however, now I wonder whether I should continue.	3.79	Corresponds a Lot	22
13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	4.10	Corresponds a Lot	15
14. Because of the fact that when I succeed in college I feel important.	4.12	Corresponds a Lot	13

As reported in Table 4.1 and 4.2, the student-respondents perceived that their level of academic motivation corresponds a lot because they want to show themselves that they can succeed in their studies which obtained the highest weighted mean of 4.65 and the highest rank of 1.

This research finding implies that the students strongly believe that their motivation for academic success is deeply rooted in their personal desire to prove their own capabilities, and this aspect stands out as the most significant motivator among those surveyed.

This is supported by the findings of Burton (2012) found that students with clear career goals and high self-efficacy tend to perform better academically. For example, students who are satisfied with their major field of study and feel confident in their abilities typically experience high academic success (Nauta, 2007)

Moreover, it is also supported by Макарова (2018), who found that mastery goals, intrinsic motivation, and self-confidence are positively correlated with academic success. Zimmerman (1992) further emphasizes the importance of self-efficacy beliefs and personal goal setting in academic achievement.

Table 4.2. *Extent of Assessment of the Respondents on Their Level of Academic Motivation*

Items	Weighted Mean	Interpretation	Rank
15. Because I want to have "the good life" later on	4.51	Corresponds Exactly	3
16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	4.13	Corresponds a Lot	12
17. Because this will help me make a better choice regarding my career orientation	4.29	Corresponds Exactly	6
18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	3.72	Corresponds a Lot	24
19. I can't see why I go to college and frankly, I couldn't care less.	3.13	Corresponds Moderately	26
20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	3.94	Corresponds a Lot	19
21. To show myself that I am an intelligent person.	3.91	Corresponds a Lot	20
22. In order to have a better salary later on.	4.16	Corresponds a Lot	11
23. Because my studies allow me to continue to learn about many things that interest me	4.17	Corresponds a Lot	10
24. Because I believe that a few additional years of education will improve my competence as a worker.	4.32	Corresponds Exactly	5
25. For the "high" feeling that I experience while reading about various interesting subjects.	4.03	Corresponds a Lot	18
26. I don't know; I can't understand what I am doing in school	3.04	Corresponds Moderately	27
27. Because college allows me to experience a personal satisfaction in my quest for excellence in my studies	4.25	Corresponds Exactly	7
28. Because I want to show myself that I can succeed in my studies	4.65	Corresponds Exactly	1
Composite Mean	4.00	Corresponds a Lot	

However, the student-respondents answered that their level of academic motivation corresponds moderately because honestly, they don't know; they really feel that they are wasting their time in school which got the least weighted mean of 2.83 and least rank of 28.

The findings suggest that though moderately corresponds, some students may perceive their educational experience as unproductive or unfulfilling. This perception could be influenced by various factors such as a lack of interest in the subject matter, dissatisfaction with the teaching methods, or personal issues that may be affecting their ability to engage with their studies. Moreover, this could prompt educators and administrators to explore ways to enhance student engagement and address underlying issues that may be contributing to feelings of disillusionment. It could also spark discussions about the broader educational system and whether it adequately meets the needs and interests of all students.

In this study, a lack of trust in the school system can have significant negative impacts on students. Li (2018) found that slow-tracked students in China's rural secondary school system have lower levels of social trust, which can further widen the gap between privileged and less privileged students. This lack of trust can also be perpetuated by teachers, as Maele (2011) and Van (2011) both found that teacher perceptions of students' teachability strongly predict teacher trust.

The composite mean of 4.00 inferred that the students-respondents assessment corresponds a lot to their academic motivation. This safely means that students are motivated to attend school. Their level of academic motivation really transcend to their answers as they view at as a valuable way for a better future.

Academic motivation, as defined by Chauhan (2018), is the enthusiasm and willingness of individuals in the academic setting to achieve organizational objectives. This motivation is influenced by a variety of factors, including recognition, growth opportunities, interpersonal relationships, and job security.

In line with the findings, several studies have found a significant correlation between academic motivation and academic success. Tamannaifar (2011) and Sharma (2018) both found a positive relationship between motivation and achievement, with Sharma also highlighting the role of self-concept.

Griffin (2013) identified intrinsic motivation as the most influential factor in academic performance, while Erten (2014) found that amotivation was negatively correlated with GPA.

### Relationship Between the Parental Involvement and Academic Motivation of the Selected Students

Table 5. *Relationship Between the Parental Involvement and Academic Motivation of the Selected Students*

Variables	r-value	p-value	Decision	Interpretation
Academic Motivation versus Parental Involvement				
Mother	0.20	0.00727	Reject Ho	Highly Significant
Father	0.16	0.03240	Reject Ho	Significant

As written in Table 5, when the assessment of the student-respondents on their extent of academic motivation were compared to their responses on parental involvement, the computed r-value of 0.20 for mothers has a corresponding p-value of less than 0.01, thus rejecting the hypothesis.

In addition, the said group of respondents, the computed r-value of 0.16 for fathers has a corresponding p-value of less than 0.05, thus rejecting the hypothesis.

These generalized that the assessment of the student-respondents on their extent of academic motivation have high significant relationships to their responses on their mothers' involvements; and significant relationships in terms of fathers' involvements.

These findings underscore the importance of parental involvement in shaping students' academic motivation and overall educational experiences. They suggest that parents, particularly mothers, play a crucial role in nurturing and sustaining their children's motivation to succeed academically. Understanding and fostering parental involvement can be a valuable strategy for educators and policymakers aiming to support student achievement and well-being.

This is supported by the study of Hsieh (2022) and Assefa (2019) both found a significant positive correlation between the two factors, with Hsieh (2022) further identifying a mediating role of study habits. Xiong (2021) and Otani (2019) expanded on this by exploring the reciprocal relationship between parental involvement and academic achievement.

Moreover, the influence of father's involvement in academic achievement yields mixed results. Hsu (2011) found that mother involvement had a stronger predictive power, while Kim (2015) reported that both parents' involvement was equally associated with achievement.

### Relationship Between the Profile of the Respondents and Their Assessment on Parental Involvement and Academic Motivation

Table 6. *Relationship Between the Profile of the Respondents and Their Assessment on Parental Involvement and Academic Motivation*

Variables	r-value	p-value	Decision	Interpretation
Age				
Mother	0.03	0.69051	Failed to Reject Ho	Not Significant
Father	0.07	0.35179	Failed to Reject Ho	Not Significant
Academic Motivation	0.17	0.02290	Reject Ho	Significant
Sex				
Mother	0.04	0.59498	Failed to Reject Ho	Not Significant
Father	0.01	0.89431	Failed to Reject Ho	Not Significant
Academic Motivation	0.16	0.03240	Reject Ho	Significant
Number of Siblings				
Mother	0.06	0.42496	Failed to Reject Ho	Not Significant
Father	0.10	0.18290	Failed to Reject Ho	Not Significant
Academic Motivation	0.07	0.02290	Failed to Reject Ho	Not Significant
Family Annual Income				
Mother	0.05	0.50625	Failed to Reject Ho	Not Significant
Father	0.18	0.01590	Reject Ho	Significant
Academic Motivation	0.17	0.02290	Reject Ho	Significant
Type of Family Structure				
Mother	0.16	0.03240	Reject Ho	Significant
Father	0.10	0.18290	Failed to Reject Ho	Not Significant
Academic Motivation	0.06	0.42496	Failed to Reject Ho	Not Significant

As given in Table 6, when the responses of the student-respondents on their parental involvement and academic motivation were to their ages, the computed r-value of 0.16 for academic motivation has a corresponding p-value of less than 0.05, thus rejecting the hypothesis.

On the other hand, the computed r-values of 0.06 for mothers and 0.10 for fathers' involvements have corresponding p-values of more

than 0.05, thus failing to reject the hypothesis.

These safely concluded that the responses of the student-respondents on their academic motivation have significant relationships; and no significant relationships in terms of mothers and fathers parental involvements when compared to their ages.

The significant relationships between students' academic motivation and their ages imply that there is a noticeable correlation between how motivated students feel academically and their age groups. This could mean that academic motivation levels vary across different age cohorts, with certain age groups showing higher or lower levels of motivation.

On the other hand, the lack of significant relationships between academic motivation and perceived parental involvement suggests that there may not be a direct or strong correlation between students' motivation and their perceptions of their parents' involvement in their education.

Moreover, when the responses of the student-respondents on their parental involvement and academic motivation were to their sexes, the computed r-value of 0.16 for academic motivation has a corresponding p-value of less than 0.05, thus rejecting the hypothesis.

However, the computed r-values of 0.04 for mothers and 0.01 for fathers' involvements have corresponding p-values of more than 0.05, thus failing to reject the hypothesis.

These safely inferred that the responses of the student-respondents on their academic motivation have significant relationships; and no significant relationships in terms of mothers and fathers parental involvements when compared to their sexes.

The findings relative to the significant relationships between academic motivation and gender imply that there is a notable correlation between how motivated students feel academically and their gender identities. This could mean that there are differences in academic motivation levels between male and female students or between different gender identities.

In addition to this, the lack of significant relationships between academic motivation and perceived parental involvement concerning both mothers and fathers suggests that, similar to the age comparison, parental involvement may not directly correlate with students' academic motivation based on gender. While parental involvement is often considered important for student motivation, this finding implies that its influence may not vary significantly based on the gender of the student.

Furthermore, when the responses of the student-respondents on their parental involvement and academic motivation were to their number of siblings, the computed r-value of 0.07 for academic motivation, 0.06 for mothers and 0.10 for fathers' involvements have corresponding p-values of more than 0.05, thus failing to reject the hypothesis.

These safely deduced that the responses of the student-respondents on their academic motivation, parental involvements of mothers and fathers have no significant relationships when compared to their number of siblings.

This lack of significant relationships indicates that, in this study, the number of siblings a student has did not appear to be correlated with their academic motivation or their perceptions of parental involvement. It suggests that having more or fewer siblings did not necessarily influence how motivated students were academically or how involved they perceived their parents to be in their education.

In addition, when the responses of the student-respondents on their parental involvement and academic motivation were to their family annual incomes, the computed r-values of 0.17 for academic motivation, and 0.16 for fathers' involvements have corresponding p-values of less than 0.05, thus rejecting the hypothesis.

However, the computed r-value of 0.05 for mothers' involvements has a corresponding p-value of more than 0.05, thus failing to reject the hypothesis.

These safely generalized that the responses of the student-respondents on their academic motivation and fathers involvements have significant relationships; and no significant relationships in terms of mothers parental involvements when compared to their family annual incomes.

Significant relationships between academic motivation and fathers' involvement concerning family annual incomes imply that there is a noticeable correlation between how motivated students feel academically and the level of involvement they perceive from their fathers, particularly in the context of their family's financial situation. This could mean that students who perceive higher levels of paternal involvement tend to exhibit higher levels of academic motivation, especially when their family's income is considered.

Lastly, when the responses of the student-respondents on their parental involvement and academic motivation were to their type of family structures, the computed r-value of 0.16 for mothers involvements has a corresponding p-value of less than 0.05, thus rejecting the hypothesis.

Meanwhile, the computed r-values of 0.10 for fathers' involvements, and 0.06 for academic motivation have corresponding p-values of more than 0.05, thus failing to reject the hypothesis.

These safely conclude that the responses of the student-respondents on their mothers involvements have significant relationships; and no significant relationships in terms of fathers parental involvements, and academic motivation when compared to their type of family

structures.

Significant relationships between mothers' involvement and family structures imply that there is a noticeable correlation between how involved students perceive their mothers to be in their education and the type of family structure they come from. Family structures can vary widely, including nuclear families, single-parent families, blended families, and extended families. This finding suggests that maternal involvement may vary based on the family structure, with certain structures fostering higher levels of maternal involvement compared to others.

On the other hand, the lack of significant relationships between fathers' involvement, academic motivation, and family structures indicates that, in this study, the type of family structure did not appear to have a significant impact on students' perceptions of paternal involvement or their academic motivation levels. This finding suggests that paternal involvement and academic motivation may not be strongly influenced by the type of family structure a student comes from.

## Conclusions

Based from the findings of the study, the following conclusions were drawn.

Students-respondents assessed that their mothers' level of involvements are somewhat true. This means that they recognize and appreciate their mothers' acceptance and attentiveness.

Students-respondents affirmed that their fathers' level of involvements is somewhat true. While this signifies a reasonable level of engagement, there is potential for fathers to become more involved to enhance their children's overall development and well-being.

Students-respondents assessment corresponds a lot to their academic motivation. This safely means that students are motivated to attend school. Their level of academic motivation really transcend to their answers as they view at as a valuable way for a better future.

The assessment of the student-respondents on their extent of academic motivation have high significant relationships to their responses on their mothers' involvements; and significant relationships in terms of fathers' involvements.

The responses of the student-respondents on their academic motivation have significant relationships; and no significant relationships in terms of mothers and fathers parental involvements when compared to their ages.

The responses of the student-respondents on their academic motivation have significant relationships; and no significant relationships in terms of mothers and fathers parental involvements when compared to their sexes.

The responses of the student-respondents on their academic motivation, parental involvements of mothers and fathers have no significant relationships when compared to their number of siblings.

The responses of the student-respondents on their academic motivation and fathers involvements have significant relationships; and no significant relationships in terms of mother's parental involvements when compared to their family annual incomes.

The Department of Education should develop and implement parent education programs that provide resources, workshops, and seminars to help parents understand the importance of their involvement in their children's education. These programs should cover topics such as effective communication with teachers, supporting learning at home, and navigating the education system.

Principals with the participation of the teachers should schedule regular parent-teacher conferences to discuss students' academic progress, strengths, and areas for improvement. Encourage open dialogue and collaboration between parents and teachers to support students' learning needs effectively.

Since this research employed quantitative research design, future researchers should employ qualitative research methods, such as interviews, focus groups, and observations, to gain in-depth insights into the lived experiences, perspectives, and motivations of parents and families regarding their involvement in education. Moreover, it is recommended that they should explore the complexities of parent-school interactions and the contextual factors that influence parental engagement.

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### Affiliations and Corresponding Information

**Ailyn C. Cadilo**

Lipa City Colleges – Philippines

**Dr. Lelanie D. Perido**

Lipa City Colleges – Philippines