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Navigating Future Dreams: The Role of Parental Motivation in Shaping Senior Students' Academic Interest

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Abstract

This study examined how parental motivation affected students' interest in their studies among senior high school students in Noveleta. Jerald Moneva *et al.*'s article, Parental Motivation and Students' Interest in Their Studies highlighted the importance of parental support in shaping students' interest and performance in school. The authors explained that students who received strong encouragement from their parents were more likely to be interested in their studies, which led to better grades. However, not all students responded well to external rewards like money or praise, which may not have kept them interested in the long run. This gap in understanding different types of parental motivation was addressed in the study. The research

employed a quantitative correlational method, with a survey that included questions about the students' backgrounds and their feelings about their studies. The participants were 120 Grade 11 and Grade 12 students from different academic tracks, such as STEM, HUMSS, ABM, and ICT/TVL. The study found that students who were motivated by their parents tended to perform better in school, while those with less parental encouragement showed less interest in their studies. The study concluded that parental involvement significantly influences student engagement and academic performance. It suggests that schools should actively promote family participation and provide support for students with lower academic motivation.

Keywords: Students, STEM, Philippines

1. Introduction

Academic success is influenced by various factors, but one of the most significant is parental motivation. The level of support and encouragement students receive from their parents can greatly impact their academic engagement, persistence, and overall performance (Nunes *et al.*, 2020). Research indicates that students with supportive parents tend to develop stronger academic confidence, discipline, and ambition, which are crucial for navigating the challenges of senior high school (Xiong *et al.*, 2021) [2].

At this stage, students face increasing academic demands, including performance tasks, research projects, and career-related decisions, making parental motivation an essential factor in sustaining their academic interest.

While numerous studies have explored the role of parental involvement in academic achievement, much of the focus has been on early childhood education and general school performance. Limited research specifically examines how different forms of parental motivation influence senior high school students' academic interests and career aspirations. Furthermore, while encouragement from parents is generally beneficial, excessive pressure can lead to stress and burnout, negatively affecting students' motivation. These complexities highlight the need for a deeper understanding of how parental motivation shapes older students' educational development.

To address this gap, this study, Navigating Future Dreams: The Role of Parental Motivation in Shaping Senior High School Students' Academic Interest, aims to analyze the relationship between parental motivation and students' academic engagement and aspirations. By exploring different motivational approaches—ranging from supportive encouragement to high-pressure expectations—this research seeks to provide insights for parents, educators, and policymakers. Understanding the balance between encouragement and pressure can help create strategies that effectively support students' academic growth and career preparation.

This study aims to assess parental motivation and students' interest in their studies in Noveleta, Cavite. It also seeks to analyze

the relationship between these two variables to determine how parental motivation influences student engagement.

2. Specifically, this study aims to:

1. Assess the level of students' interest in their studies
2. Evaluate the level of parental motivation provided to students.
3. Analyze the relationship between parental motivation and students' academic interest to determine its impact on student engagement.
4. Identify factors that contribute to or hinder students' academic interest based on the motivation they receive from their parents.

3. Methods and Materials

3.1 Research Design

This study employs a quantitative correlational research design to examine the relationship between parental motivation and students' academic interest in Noveleta, Cavite. A quantitative approach was chosen for its ability to collect and analyze numerical data, allowing for objective measurement of relationships between variables (Ghanad, 2023). The correlational design specifically assesses the strength and direction of the relationship between parental motivation and students' academic engagement without manipulating variables (Agustina, 2021).

3.2 Participants and Sampling Method

This study will involve senior high school students from selected schools in Noveleta, Cavite. The participants will be chosen through stratified random sampling to ensure representation across different academic tracks (STEM, HUMSS, ABM, TVL) and grade levels (Grade 11 and Grade 12). Within each academic track and grade level, students will be randomly selected using a lottery method to minimize selection bias. The estimated sample size will be determined using standard calculations for correlational studies to ensure statistical significance.

3.3 Data Collection Instruments

Data will be collected using a survey questionnaire with two main sections: Parental Motivation Scale and Academic Interest Scale. The survey uses a Likert scale with responses ranging from 1 (Never) to 4 (Always).

1. Parental Motivation Scale

This part measures how much parents support and encourage their children. Example questions include:

- My parents appreciate my work by saying encouraging words like "Good job."
- My parents advise me on important decisions.
- My parents cheer me on during challenging times.

2. Academic Interest Scale

This part checks how interested and engaged students are in their studies. Example questions include:

- I like to get high scores on a test.
- I enjoy making my assignments.
- I work hard to reach my personal goals

Before using the survey, it will be checked by experts to make sure the questions are clear and relevant. A small test group of students will also answer the survey to see if any questions need to be improved.

3.4 Data Analysis

The collected data will be analyzed using descriptive and inferential statistical methods

Descriptive Statistics (mean, standard deviation, and frequency distribution) will summarize parental motivation levels and students' academic interest.

Pearson's Correlation Coefficient will be used to determine the strength and direction of the relationship between parental motivation and students' academic interest.

Regression Analysis may also be conducted to explore the predictive power of parental motivation on academic engagement.

3.5 Ethical Considerations

To ensure ethical integrity, the study will follow these guidelines:

1. Informed Consent – Written consent will be obtained from students and their parents/guardians before participation.
2. Confidentiality – Participants' identities will remain anonymous, and data will be securely stored.
3. Voluntary Participation – Students will be informed that their participation is voluntary, and they may withdraw at any time without consequences.
4. Approval from School Authorities – The research will be conducted with permission from school administrators and in compliance with ethical research standards.

4. Results and Discussion

This section of the study thoroughly discusses the acquired results from the gathered data. It is divided into a two-part analysis and discussion on correlational design, wherein the quantitative data will be collected and analyzed first, before gathering the qualitative data. The quantitative data results are computed through Ms excel and divided into two parts for the purpose of discussing the correlation and providing answers on the research problem. The qualitative data is then collected and undergone the thematic analysis process to further explain the results and strengthen it. During the qualitative data collection, the proponents based their questions on the highest and lowest ranking mean in each table to support and further explain the results of the quantitative data.

Table 1: Student’s Level of Interest

Questions	General Average	Rank	Interpretation
I enjoy making my assignments.	2.79	8	Often
I feel motivated when facing challenges	2.88	7	Often
I like to gain big score on a test.	3.41	1	Always
I like expressing my ideas during class discussions.	2.99	6	Often
I enjoy participating in extracurricular activities (e.g., Quiz Bee).	2.37	9	Seldom
I strive to achieve my personal goals	3.31	3	Always
I enjoy doing group and individual works.	3.02	5	Often
ask for help when I don’t understand the lessons.	3.18	4	Often
I like to attend school regularly.	3.35	2	Always
I appreciate when the classroom environment is engaging	3.02	5	Often
Total Average	3.32		Always

Table 1 presents the overall weighted mean of students’ level of interest in learning, with a total average score of 3.32, interpreted as “Always” This indicates that students consistently show toward their studies.

Among the indicators, the highest weighted mean (3.41) corresponds to the statement “I like to gain big scores on a test.” This suggests that students are highly motivated by academic achievement and place significant value on earning high marks. This finding aligns with (Xiao 2023), who found that students with a strong desire for high test scores tend to exhibit greater academic interest and engagement. Their research suggests that the pursuit of academic success fosters consistent effort and participation in learning activities.

The second-highest ranked indicator (3.35) is “I like to attend school regularly,” reflecting that students see regular attendance as an important aspect of their academic commitment. Additionally, the statement “I strive to achieve my personal goals” received a high rating (3.31), reinforcing the idea that goal-setting contributes to sustained interest in learning.

On the other hand, the lowest weighted mean (2.37) corresponds to “I enjoy participating in extracurricular activities (e.g., Quiz Bee), interpreted as “Seldom”. This

suggests that while students prioritize academic achievement, they are less inclined to engage in extracurricular activities. This may indicate a need for schools to promote extracurricular participation by emphasizing its benefits for personal and academic growth. Furthermore, the statements “I enjoy doing group and individual work” (3.02) and “I appreciate when the classroom environment is engaging” (3.02) ranked equally. This supports research by (Yu-Chen *et al.*, 2024), which found that students thrive in interactive and engaging classroom settings. Their study highlights that collaborative learning encourages active participation, helping students feel more connected to their education.

Since students are highly motivated by grades, educators can use goal-setting strategies and reward systems to sustain engagement. Encouraging group work and fostering an engaging classroom environment can improve student interest, as shown in prior research. Schools may need to introduce more appealing extracurricular programs or integrate them into academic activities to enhance participation. By understanding what drives student interest, educators and administrators can develop strategies that promote sustained academic engagement.

Table 2: Parental Motivation

Question	General Average	Rank	Interpretation
My parents appreciate my work by saying magic words like good job	2.91	5	Often
My parents advise me on important decisions.	3.11	2.1	Often
My parents encourage me to pursue my interests.	3.21	1.1	Often
My parents provide a positive environment for my growth.	3.11	2.2	Often
My parents cheer me on during challenging times.	2.88	6	Often
My parents support my skills in sports or other activities.	3.11	2.3	Often
My parents boost my confidence when I struggle	2.94	4	Often
My parents allow me to play computer games or do other personal hobbies when I am done with my paper works.	3.11	2.4	Often
I feel inspired to do well because of my parents encouragement.	3.01	3	Often
I feel my skills are improved with their support.	3.21	1.2	Often
Total Average	3.06		Often

Table 2 presents the overall weighted mean of parental motivation, with a total average score of 3.06, interpreted as “Often.” This suggests that students frequently experience support and encouragement from their parents, which plays a significant role in their academic motivation and overall well-being. The highest-rated indicators (3.21) are: “My parents encourage me to pursue my interests.” & “I feel my skills improve with their support.”

This highlights the strong influence of parental motivation on students’ personal and academic development. These findings align with (Jhoselle Tus 2021), who found that

parental encouragement fosters intrinsic motivation, leading to a stronger commitment to learning and academic success. When children feel supported in their interests and abilities, they are more likely to remain engaged and develop long-term educational goals.

Several other indicators, including “My parents advise me on important decisions,” “My parents provide a positive environment for my growth,” “My parents support my skills in sports or other activities,” and “My parents allow me to engage in hobbies after completing schoolwork,” all share a weighted mean of 3.11, ranking closely behind the top

indicators. This suggests that while parental support is present in multiple aspects of a child's development, its consistency may vary depending on context.

The lowest-rated indicator (2.88) is "My parents cheer me on during challenging times." While still interpreted as "Often," this suggests that students perceive slightly less emotional support from their parents when facing difficulties compared to other areas of parental involvement. These results reflect the findings of (Gaetana Affuso *et al.* 2023), which emphasize that parental involvement is not always consistent. Their study highlights that parental support fluctuates due to factors such as family dynamics, socioeconomic conditions, and external stressors, which can affect how frequently and effectively parents provide encouragement. Similarly, research by (Jhoselle Tus 2021), suggests that while parental involvement is beneficial, its impact varies depending on the household's structure and external influences, such as financial stability and available resources

Schools and counselors can provide workshops for parents on the importance of emotional encouragement, particularly during difficult academic periods. Since students benefit from their parents' involvement in decision-making and extracurricular activities, schools can create more opportunities for parental participation in academic and extracurricular programs. While academic encouragement is strong, ensuring that students feel supported beyond their studies—especially in emotional and social aspects—can further improve motivation and well-being.

By understanding the role of parental motivation, educators and families can develop strategies to ensure that students receive consistent and meaningful support throughout their academic journey.

Table 3: Correlation Between Student's Level of Interest and Parental Motivation

Variable 1: Student's Level Of interest	A	B
Pearson's r	-	
Df	-	
P-value	-	
Variable 2: Parental Motivation		
Pearson's r	0.5277***	-
Df	117	-
P-value	<.001	-

A Pearson correlation analysis was conducted to examine the relationship between students' level of interest and parental motivation. The results revealed a moderate positive correlation, $r(117) = 0.528$, $p < 0.001$, indicating that as parental motivation increases, students' level of interest in their studies also tends to increase. According to Cohen's (1988) guidelines, a correlation of 0.528 falls within the moderate range, suggesting that while parental motivation plays a significant role in fostering student interest, it is not the sole determining factor.

The findings align with (Turhan Şengönül's 2022) study, which examined parental support and its effect on students' academic interest in urban schools. Their research found that students demonstrated higher levels of academic motivation and engagement when parents were actively involved in their education—both emotionally and through participation in school activities. Similarly, Nancy E. Hill's (2022) research explored how parents' beliefs about education influence students' academic success. Hill found that

students whose parents strongly valued education and showed motivation toward their children's learning were more engaged and academically driven. This supports the current study's conclusion that students are more likely to be interested in school when their parents emphasize education and provide encouragement.

However, the correlation coefficient of 0.528 observed in this study indicates a moderate positive relationship between parental motivation and students' interest in their studies. While this correlation is statistically significant, its practical significance should be evaluated by comparing it with findings from similar research. In educational studies, a correlation of this magnitude suggests a meaningful relationship, though not an overwhelmingly strong one.

For context, a meta-analysis by Kim *et al.* (2024) ^[12] examining the impact of parental involvement on students' academic motivation reported an overall effect size ($r = 0.19$), indicating a small but significant influence. Similarly, a study by Li & Zhang (2024) focusing on parental involvement and students' math performance found varying effect sizes, with some studies even reporting negative influences, highlighting the complexity of this relationship. These variations suggest that the impact of parental involvement on student engagement depends on multiple factors, including socioeconomic background, school environment, and cultural differences.

Given these findings, the correlation of 0.528 in the current study is comparatively higher, implying that parental motivation plays a substantial role in fostering student interest. However, it is not the sole determining factor, as other elements such as peer influence, teaching strategies, and personal aspirations also contribute to student engagement. Schools should therefore consider a holistic approach in designing interventions that support both parental involvement and other motivational factors to enhance student interest in academics.

With a Pearson's r value of 0.528, the effect size suggests a moderate correlation. This means that while parental motivation is an important factor influencing student interest, other variables (such as peer influence, teaching strategies, and personal aspirations) also play a role. Since parental motivation positively affects student interest, schools should encourage open discussions between parents and students about academic goals and aspirations. Additionally, parental engagement programs such as workshops or training sessions could help parents actively support their children's education, reinforcing motivation both at home and in school settings. However, since the correlation is moderate rather than strong, educators should also explore other factors that enhance student engagement, such as teaching methodologies, peer support, and school environment.

5. Conclusion

This study shows that parental motivation has a big impact on students' interest in their studies. When parents support and encourage their children, students become more engaged in school and perform better. However, motivation is different for each student. While parents play a key role, other factors—like teachers, friends, and personal goals—also influence a student's success.

To help students stay motivated, schools should provide extra support. Mentorship programs can give guidance to students who may struggle with motivation. Schools should

also offer workshops for parents on how to encourage their children, set academic goals, and communicate better about schoolwork. These can help parents support their children more effectively. Teachers should also make learning more interesting by using activities that connect to students' interests and future goals. This can help students feel more excited about school, especially those who don't always get encouragement at home.

Lastly, building strong relationships between parents and students is important. Schools can organize family events that help parents and children bond and talk openly about their education. When students feel supported both at home and at school, they are more likely to stay engaged and work toward a bright future.

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