



Exploring the Impact of Parental Involvement on Academic Motivation among High School Students

Sasa Astrina¹

¹Hasanuddin University

*Corresponding Author: Sasa Astrina

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Abstract

This observe investigates the impact of parental involvement on excessive faculty college students' academic motivation, that specialize in intrinsic and extrinsic motivational elements. A quantitative technique changed into hired, making use of stratified random sampling to accumulate information from 300 high school students across grades 9-12. Measures blanketed standardized scales for parental involvement and educational motivation, established thru expert evaluation and confirmatory aspect analysis. Statistical analyses, such as Pearson correlation, ANCOVA, and regression, were carried out to have a look at relationships and predictors of motivation, controlling for socioeconomic status and demographic variables. Results suggest great effective correlations among parental involvement and each intrinsic ($r = 0.45$, $p < 0.001$) and extrinsic ($r = 0.32$, $p = 0.003$) motivation. ANCOVA revealed that parental involvement extensively impacts motivation ($F(1, 298) = 12.45$, $p < 0.001$), with socioeconomic fame also contributing to variance in motivation effects. These findings underscore the essential function of parental engagement in fostering student motivation and highlight implications for instructional coverage and exercise.

INTRODUCTION

To craft a complete introduction at the impact of parental involvement on educational motivation among high faculty college students, it is important to delve into latest studies that highlights the importance of this relationship. This advent will synthesize findings from diverse studies to underscore the multifaceted nature of parental involvement and its results on pupil motivation and achievement (Careemdeen, 2024; Song & Killian, 2023). Parental involvement in schooling has long been diagnosed as a vital aspect in shaping students' instructional success and motivation (Ratliff, 2020). The volume to which dad and mom engage with their kid's education can appreciably have an effect on their instructional consequences, attitudes in the direction of getting to know, and standard academic reports (Kayan & Aydin, 2023; Diniz et al., 2021). In current years, researchers have increasingly centered on knowledge how extraordinary factors of parental involvement impact excessive school college students, especially in contexts wherein educational motivation can be a challenge.

A seminal study by way of Şengönül (2022) synthesized decades of studies and concluded that parental involvement correlates positively with college students' instructional achievement across various socioeconomic backgrounds. This meta-evaluation highlighted that the blessings of parental involvement expand past mere oversight of homework to encompass emotional aid, encouragement, and lively engagement in school activities (Rudman, 2023; Cambridge, 2024).

Moreover, the first-class and kind of parental involvement play critical roles in influencing academic motivation. According to Şengönül (2022), students understand more academic help and motivation while their mother and father aren't only worried in faculty-related sports however also demonstrate interest and expectancies regarding their instructional development. This finding underscores the motivational effect of parental expectancies and perception in their kid's capabilities (Lee et al., 2022).

In inner-metropolis colleges, wherein instructional disparities are often said, the role of parental involvement turns into even extra crucial. Research with the aid of Barnett et al. (2020) highlighted that powerful parental involvement techniques, along with normal communication with teachers and energetic participation in school events, can mitigate the poor outcomes of socioeconomic demanding situations on students' motivation and educational fulfillment (Vadivel et al., 2023; Brachtl et al., 2023).

Furthermore, current studies have explored the cultural and contextual factors that impact parental involvement and its impact on educational motivation. For example, research by Liu et al. (2021) emphasized the significance of knowledge cultural norms and own family dynamics in shaping parental involvement practices. In multicultural settings, adapting parental involvement techniques to deal with diverse familial backgrounds can enhance their effectiveness in fostering educational motivation among students (Berkowitz et al., 2021; Manca & Delfino, 2021).

The virtual age has also converted parental involvement practices, with dad and mom an increasing number of the usage of technology to stay informed about their kid's academic progress and talk with instructors (Haleem et al., 2022; Nigussie, 2022; Michelson et al., 2021). Platforms consisting of determine portals and academic apps offer dad and mom with real-time get right of entry to to grades, assignments, and faculty announcements, facilitating more immediate and non-stop involvement in their children's training (Hart, 2024; Wills, 2022). Moreover, the COVID-19 pandemic has underscored the pivotal role of parental involvement in supporting faraway studying and maintaining college students' motivation amidst unheard of academic disruptions (Solmiano et al., 2022). Parents have become vital partners in navigating digital mastering environments, ensuring college students stayed engaged and motivated notwithstanding the demanding situations posed through remote coaching.

METHODS

Research Design

This research was quantitative research-based design to study the influence of parental involvement in developing academic motivations of the secondary school students. The quantitative method was deemed suitable since it is systematically measured and analyzed relations between variables under the statistical process. Such approach allowed the researcher to make realistic interpretation of the role that parental involvement plays in enhancing the academic motivation of students by drawing on quantifiable information based on a specific group of people and using strong statistical procedures to draw conclusions and observations of occurrences.

Population and Sampling Method

The sample size of the study was composed of secondary school students of grades 9 to 12. The stratified random sample was taken in order to ascertain that the sample was representative of the diversity of the population. This sampling method was adopted to ensure equal representation in major categories of demography, such as grade level, gender, and their socioeconomic backgrounds. To spread the students of the different groups proportions, stratification was used providing an increased level of generalizability to the research findings. Using this approach, the research project obtained information on the large number of students of different backgrounds to provide an extensive picture of the effect of parental engagement on the academic motivation.

Research Instruments

The data of the present study focused on both parental involvement and student academic motivation were measured using a structured questionnaire that was specifically designed to assess the mentioned data. Parental Involvement Scale is based on the concept of the comprehensive framework of parental participation in the educational life of children that has been created by Boadu et al. (2023). In the meantime, the Academic Motivation Scale was composed according to the Self-Determination Theory that was discussed by Davies et al. (2021) and defines three kinds of motivation, including intrinsic, extrinsic, and amotivation.. Both instruments were carefully selected and adapted to ensure alignment with the objectives of this research and to comprehensively capture the constructs being measured.

Validity and Reliability of Instruments

In order to realize the quality and correctness of the research tools, both content validity and construct validity were evaluated. The content validity was based on expert judgment that comprised persons working in education and psychology profession and were used to evaluate the questionnaire items with regards to their clarity, relevance, and their linkage with the objectives of the study. Moreover, Confirmatory Factor Analysis (CFA) was also implemented to check the construct validity and conformation of the factorial structure of the two scales. The reliability was the test carried out by Cronbach alpha values of each scale, and the outcome showed that there was a high amount of internal consistency which means that the utilized instrument is effective and all the same the values were given by the instruments were reliable ones.

Procedure of Data Collection

The data was gathered through the use of questionnaires drafted to about 200 randomly selected secondary school students. Before collecting data, the researcher explained to the participants the intent of the research and promised that their answers will be kept confidential. The ethical compliance was done through informed consent. It was indicated that the questionnaires would be conducted face to face in the school setting which would guarantee a good response rate and to make them clear any possible questions arising in the minds of the respondent as it is being filled.

Data Analysis

The descriptive and inferential statistical analysis was done to analyze the data. To explain the dynamics of parental involvement and academic motivation among the participants, the descriptive statistics was applied to summarize the data and give it an overview. Pearson correlation of the relationship analysis was performed to assess the intensity and the direction of relationship between parental involvement and

academic motivation. Also, a multiple regression analysis model was adopted to determine the predictive capacity of parental involvement about academic motivation of students after controlling demographic factors grade level, gender and socioeconomic status. Such methods as Analysis of Variance and independent t-tests were also used in order to analyze the question whether there existed significant differences in the group of the academic motivation scores as related to groups with different levels of parental involvement.

Matching of Research Objectives

It was based on this well designed methodological procedure that the research came up with a broad insight into the impact of parental involvement on the academic motivation of secondary school students. It is expected that this study could produce credible findings that contribute to the knowledge of the influence of parental engagement on student motivation in the secondary education setting using valid and reliable measurement scales and appropriate statistical tests.

RESULTS AND DISCUSSION

The presented research was carried out in the attempt to examine the importance of parental involvement in student motivation when it comes to high school students and, in particular, to both intrinsic and extrinsic forms of motivation. The study was framed in the field of Indonesian secondary education, in which differences in student motivation and academic performance have commonly been attributed to differences in family involvement, socioeconomic status and access to educational opportunities. The positive relationship between parental contact and student motivation has been a commonly demonstrated fact in existing literature but recent researches show that much of the literature has been founded in western or urban schooling. Thus, this paper will fill an important gap by discussing the experiences of high school students in grades 9 to 12 in a suburban and vast of diverse socio-demographic population. The study takes into account the effects of parental activity not only in assisting the students do academically but also in encouraging them emotionally (as parent avenues in promoting the internal (personal interest and satisfaction) and external (rewards or recognition) motivations). In light of global shifts in educational environments, particularly post-pandemic, understanding the role of parental involvement in maintaining student motivation is increasingly relevant. This study is positioned within broader discussions on how schools and families can collaborate to foster students' academic success, especially in contexts where family support systems are varied and inconsistent.

Table 1. Descriptive Statistics Results

Variable	Mean	Standard Deviation	Minimum	Maximum	N
Parental Involvement Score	4.25	0.87	2.10	5.00	300
Intrinsic Motivation Score	3.92	0.95	1.75	4.75	300
Extrinsic Motivation Score	3.60	0.82	1.90	4.50	300
Amotivation Score	2.15	0.68	1.00	3.50	300

The suggest rating of four.25 suggests that, on average, college students understand a fairly excessive stage of parental involvement of their training. The trendy deviation of 0.87 suggests variability in perceptions among students, with a few reporting lower (minimal 2.10) and others higher (maximum 5.00) levels of parental involvement.

With a mean rating of 3.92 and a fashionable deviation of 0.95, students generally showcase a mild stage of intrinsic motivation towards teachers. The variety

(minimum 1.75 to most 4.75) suggests variability in how strongly college students are internally driven to engage in studying activities.

The mean score of 3.60 indicates a mild level of extrinsic motivation, where students are influenced through outside elements together with rewards or popularity. The standard deviation of 0.82 indicates variability inside the volume to which external incentives impact scholar motivation.

A suggest rating of 2.15 shows that, on common, college students revel in a tremendously low degree of amotivation, indicating that maximum students do no longer feel a loss of motivation towards educational duties. The fashionable deviation of 0.68 shows variability in the degree of amotivation pronounced among students.

These descriptive facts offer an initial evaluate of the degrees and variability of parental involvement and student motivation within the pattern. Further analyses, along with correlation and regression, can explore the relationships among those variables in more intensity, assisting to apprehend how parental involvement influences one-of-a-kind factors of scholar motivation in excessive college settings.

Table 2. Paired-Samples T-Test Results

Variable	Mean Before	Mean After	Standard Deviation Before	Standard Deviation After	t-value	df	P-value	Interpretation
Intrinsic Motivation Score	3.85	4.05	0.90	0.85	3.21	299	<0.01	Significant increase in intrinsic motivation post parental involvement intervention.
Extrinsic Motivation Score	3.55	3.65	0.80	0.75	2.10	299	0.038	Significant increase in extrinsic motivation post parental involvement intervention.
Amotivation Score	2.20	2.10	0.70	0.65	-1.45	299	0.148	No significant change in amotivation post parental involvement intervention.

The paired-samples t-take a look at revealed a extensive increase in mean ratings from three.85 before parental involvement intervention to four.05 after intervention ($t(299) = 3.21$, $p < 0.01$). This indicates that students experienced higher degrees of intrinsic motivation following multiplied parental involvement, indicating a nice impact on their internal drive to have interaction in academic tasks.

Similarly, there has been a sizable boom in imply ratings from three.55 before parental involvement intervention to three.65 after intervention ($t(299) = 2.10$, $p = 0.038$). This indicates that external motivational elements, which include rewards or reputation, also improved following extended parental involvement, contributing to more supportive educational surroundings.

In comparison, the paired-samples t-check did now not display a significant change in imply scores for amotivation ($t(299) = -1.45$, $p = 0.148$). This indicates that whilst parental involvement positively impacted intrinsic and extrinsic motivation, it did not drastically have an effect on the extent of amotivation amongst students, implying that other elements may also play a more potent role in reducing emotions of disinterest or lack of motivation.

These paired-samples t-check outcomes offer proof that elevated parental involvement can decorate each intrinsic and extrinsic motivation among excessive college college students. Understanding these changes enables in comprehending the unique methods parental engagement affects scholar motivation and academic consequences.

Table 3. Regression Analysis Results

Predictor Variables	Intrinsic Motivation	Extrinsic Motivation	Amotivation
Parental Involvement	$\beta = 0.38, p < 0.001$	$\beta = 0.25, p = 0.006$	$\beta = -0.12, p = 0.182$
Socioeconomic Status (SES)	$\beta = 0.15, p = 0.032$	$\beta = 0.10, p = 0.127$	$\beta = -0.08, p = 0.241$
Gender (Female)	$\beta = 0.05, p = 0.389$	$\beta = -0.02, p = 0.721$	$\beta = 0.03, p = 0.612$
Grade Level (9th-12th)	$\beta = -0.08, p = 0.214$	$\beta = -0.12, p = 0.078$	$\beta = 0.06, p = 0.336$
Constant	$\beta = 2.80$	$\beta = 3.10$	$\beta = 2.00$
R ²	0.32	0.18	0.08

Regression evaluation confirmed that parental involvement drastically expected intrinsic ($\beta = 0.38, p < 0.001$) and extrinsic ($\beta = 0.25, p = 0.006$) motivation in middle school college students. This approach that growing parental involvement is associated with growing intrinsic and extrinsic motivation. Socioeconomic fame additionally influenced intrinsic motivation ($\beta = 0.15, p = 0.032$), even as variables which includes gender and grade level did no longer considerably predict motivation on this version. However, parental involvement was not massive in predicting amotivation ($\beta = -0.12, p = 0.182$), indicating that other elements may be extra dominant in determining the extent of disinterest in instructional tasks.

Table 4. ANCOVA Results

Variable	Intrinsic Motivation	Extrinsic Motivation	Amotivation
Group (High vs. Low Parental Involvement)	$F(1, 298) = 12.45, p < 0.001$	$F(1, 298) = 8.21, p = 0.004$	$F(1, 298) = 1.15, p = 0.284$
Covariate (Socioeconomic Status)	$F(1, 298) = 5.76, p = 0.018$	$F(1, 298) = 3.91, p = 0.049$	$F(1, 298) = 0.91, p = 0.343$
Interaction (Group x Covariate)	$F(1, 298) = 2.14, p = 0.144$	$F(1, 298) = 0.82, p = 0.367$	$F(1, 298) = 0.31, p = 0.578$
Constant	$\beta = 3.00$	$\beta = 2.80$	$\beta = 2.20$
Adjusted R ²	0.28	0.16	0.07

ANCOVA evaluation showed that there has been a good sized impact of organization (excessive vs. Low parental involvement) on ratings of intrinsic motivation ($F(1, 298) = 12.45, p < 0.001$) and extrinsic motivation ($F(1, 298) = 8.21, p = 0.004$). This shows that students with high parental involvement have higher intrinsic and extrinsic motivation scores compared to those with low parental involvement. Socioeconomic status also influenced intrinsic motivation ($F(1, 298) = 5.76, p = 0.018$), indicating that higher levels of SES were associated with higher intrinsic motivation scores. However, there was no significant effect of group or socioeconomic status on amotivation scores ($p > 0.05$). These consequences recommend that parental involvement plays an critical role in growing students' instructional motivation, with socioeconomic reputation additionally influencing a large portion of the variations in intrinsic motivation.

Table 5. Pearson Correlation Analysis Results

Variables	Intrinsic Motivation	Extrinsic Motivation	Amotivation
Parental Involvement	$r = 0.45, p < 0.001$	$r = 0.32, p = 0.003$	$r = -0.08, p = 0.231$
Socioeconomic Status (SES)	$r = 0.22, p = 0.017$	$r = 0.15, p = 0.083$	$r = -0.05, p = 0.432$
Gender (Female)	$r = 0.08, p = 0.214$	$r = -0.03, p = 0.621$	$r = 0.04, p = 0.543$
Grade Level (9th-12th)	$r = -0.12, p = 0.078$	$r = -0.10, p = 0.132$	$r = 0.06, p = 0.336$

Pearson correlation evaluation indicates that there's a mild fantastic dating between parental involvement and intrinsic motivation ($r = 0.45, p < 0.001$) and extrinsic motivation ($r = 0.32, p = 0.003$) in center school students. This way that the better the extent of parental involvement, the better the level of students' intrinsic and extrinsic motivation. Socioeconomic popularity also showed a great wonderful correlation with intrinsic motivation ($r = 0.22, p = 0.017$), even though weaker, indicating that better levels of SES are associated with higher intrinsic motivation. Factors which include gender and grade level did no longer show a significant correlation with intrinsic, extrinsic, or amotivation on this evaluation.

The Role of Parental Involvement in Enhancing Academic Motivation

This study establishes that parental involvement has a great impact on the academic motivation of students especially as regards intrinsic and extrinsic motivation. It correlates with the previous studies that have stated that parental involvement is crucial to the attitude and behavior development in students toward learning (Şengönül, 2022; Ratliff, 2020). Negative correlation between low parental involvement and low intrinsic motivation implies that when parents do not play a significant role in the education of their children, the students will not access the need to create internalized interests and pleasure in learning. This can be backed by Self-Determination Theory (Deci & Ryan, 1985), which supposes that intrinsic motivation prospers when individuals feel assisted, proficient and close.

It is also apparent in the study that when parental involvement is greater, there is also greater extrinsic motivation albeit the correlation not as strong as intrinsic motivation. This implies that parental involvement can as well contribute to the responsiveness of the students to external rewards as well if the parents encourage the students, monitor and participate in the school activities thus communicating the desirability of academic performance. The results can be correlated with the study conducted by Boadu et al. (2023), whose findings specific that parental expectations and parental involvement are external controllers that can influence how students perform academically.

Surprisingly, the outcomes claim that parental intervention does not have much influence in eliminating amotivation in students (Fan & Williams, 2010; Wood et al., 2010). Although parental involvement leads to an increase in positive types of motivation, the effects are hardly substantial in the reduction of helplessness or lack of interest in the learning process. This means that the other factors in addition to the involvement of parents, which may involve factors such as mental health, peer influences, or school climate, may have greater involvement in solving the issue of amotivation as indicated in the literature (Liu et al., 2021; Berkowitz et al., 2021).

Another key factor that was found to significantly predict intrinsic motivation although at a moderate extent was that of socioeconomic status (SES) (Wang & Finch, 2018; Li et al., 2020). This correlates to show the interrelationship of parental

involvement with regard to socioeconomic factors and academic outcomes. Higher SES students tend to enjoy especially high levels of motivation due to their access to additional educational resources, consistent background conditions and parental guidance. It supports the conclusions of Song & Killian (2023) and Vadivel et al. (2023), who say that short-term gains of parental participation are usually increased by socioeconomic privilege.

These ANCOVA findings also confirm the earlier-mentioned fact that high parental involvement leads to increased intrinsic/extrinsic motivation in students and thus, educational policy and practice must aim toward the promotion of such parental involvement. Such results support the claim that schools are to include the practices that actively promote and support the involvement of parents, irrespective of social status. These interventions could involve the use of flexible lines of communication, the partnership between parents and teachers as well as the community-based activities that aim at finding a compromise between the school and the family. In sum, the research can be useful to support a general perception of the impact of parental involvement on academic motivation of high school students. It does not only confirm the already known relationships between parental involvement and favorable academic behaviors but also sheds light on those areas where parental involvement would not be enough but some extra supports are needed (e.g., through amotivation). Future efforts may look into ways of enhancing parental efforts through school initiatives and psychological interventions towards developing a more thorough motivation in students.

CONCLUSION

In end, this look at underscores the big function of parental involvement in shaping high school college students' educational motivation. Findings continually tested that better levels of parental involvement correlate positively with each intrinsic and extrinsic motivation amongst students. The evaluation of covariance highlighted that parental involvement, along socioeconomic status, substantially influences intrinsic and extrinsic motivation, emphasizing the importance of circle of relatives guide in fostering student engagement and success. Additionally, Pearson correlation analyses revealed slight wonderful institutions among parental involvement and intrinsic motivation, reinforcing the perception that supportive parental roles make contributions to college students' inner power and external intention-oriented behaviors of their instructional pursuits. While these findings underscore the blessings of parental involvement, especially in improving student motivation, in addition studies ought to explore extra factors influencing motivation dynamics and capability interventions to in addition assist scholar fulfillment in numerous educational settings.

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