

Students Motivation and Parental Support on Modular Learning

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Abstract

The goal of the study was to look over the association between students' level of motivation

and the parental support of the parents. Respondents in this study included 180 students from various Mandaue, City schools. The Students Motivation and Parental Support Assessment (SMPSA) questionnaire was used as an assessment tool to gather data. The data was analyzed and using weighted mean and chi- square. The findings revealed an association between the level of student motivation and parental support among students. Those students who are motivated had possibility to achieve their dreams and goals in life and to the parents who are always supported to their children and guide them to have better pathways in the future.

Keywords: Students' motivation, Parental support, Modular learning, Students

1. Introduction

1.1 Rationale

This research wants to know the students' motivation in their studies towards modular learning and how they will motivate themselves on this new normal as well as parental support of the parents to their child. Modular learning will be difficult to students and they are having a hard time to adapt with the changes, though the students must motivate themselves in order for them to avoid stress, anxiety or depression. In addition, with the help of parents' support by guiding them throughout difficulties, the students will be interested in their responsibilities as a student. Students, nowadays have difficulties specifically in answering their modules since they are not familiar on the topic and lesson. Hence, other students can't avoid to undergo anxiety or depression.

The research looked at how kids' academic motivation and engagement in extracurricular activities changed over time, as reported by their parents, during a pivotal historical period that impacted the whole world. The promotion and assurance of students' learning in a secure, supportive, and stimulating atmosphere is a top responsibility for educational institutions. COVID-19's expansion has resulted in new modes of teaching to allow kids to continue learning in a safe setting, which was the student's home during lockdown. As a result, this unique circumstance posed an unavoidable obstacle that demanded continual adaptation on the part of instructors, students, and their parents (Zaccoletti et al., 2020)

Mainly educators and parents are the major influence for a student to succeed in education. A students need to be guided and supported to have motivation in their studies. However, a parents carries many responsibilities and can hardly give time to any aspects. It is significant for students to have motivation for themselves to face all difficulties they will encounter and by the help of motivating themselves they will be fascinated towards their study together with the support of the parents to the students.

1.2 Theoretical Background

Students' motivation, according to the social cognitive view, is circumstance or context dependent (Pintrich et al., 1993). Students yet dependent who are motivated has potential and energy to go to school as well as enthusiastic in any activities. We also consider a conventional personality model of motivation, the idea of the achievement motive, to get a more complete understanding of the relationship between students' motivation and their academic success (McClelland et al., 1953). Students will be motivated specifically when there are things that they wants to have, as an inspiration it helps student to be more and

interested to proceed things they want to pursue such as in academic, work, and doing household chores.

Parents have the power to shape and affect their children's job choices; they have the capacity to shape and impact their child's future. (Hashim & Embong, 2015). Demanding and responsive parents may have a major effect on their children's decisions at this period, which is to be expected and even requested by teenagers. (Bryant, Zvonkovic, & Reynolds, 2006). Knowing parents play significant role in this universe though students need some support specifically to their parents so that they will have someone who will guide and encourage them throughout their difficulties they may face. Students' parents will always got their back not just for financially but in other matters, though students always need their parents.

1.3 Statement of the Purpose

The purpose of this study is to know the motivation of the students towards modular learning and parental support of the parents to their child in this modular learning, specifically the level of students' motivation, the level of students' parental support on modular learning, and the associate between student motivation and parental support on modular learning.

2. Review of Related Literature

The impact of student motivation and parental support to the students. Students who are well motivated may possible to pursue dreams and goals in life. Moreover, with the parents support as well the children will become more energetic and enthusiastic to go to school.

2.1 Student Motivation

Student should be motivated to their study specifically on modular learning, students must adapt the environment nowadays, for their own good. Modular learning is very helpful and useful in today's generation because social distancing we go through this modality and it give student knowledge and to enhance their knowledge as well. This study, which was based on parents' views, helped to further reveal the influence of COVID-19 on students' academic motivation, providing light on the predictive significance of students' anxiety and instructors' social support. Predictors of academic motivation must be studied in order to determine which elements may help or hinder students' academic paths, especially during a pandemic. In this regard, work emphasized the possible detrimental effect of COVID-19-related anxiety, which may impair academic motivation. Furthermore, this study highlighted the potentially positive impact that teachers may play during this epidemic as very crucial sources of social support for children in basic education (Camacho et al., 2021). Education institutions' top objective is to encourage and assure students' learning in a safe, supportive, and inspiring atmosphere. The expansion of COVID-19 has resulted in new modes of education to allow kids to continue learning in a safe setting, which was the student's home during lockdown. As a result, this unusual circumstance posed an unavoidable obstacle that demanded continual adaptation on the part of instructors, students, and their parents (Zaccoletti et al., 2020). This indicates that, despite the difficulty of the interaction between family and school, there is a significant association in the field of homework: the better the perception of teacher homework management, the better the perception of parents' content-oriented assistance (Núñez et al., 2019).

There are substantial relationships between academic self-efficacy and perceptions of

parental and teacher support, as well as school environment characteristics. In addition, the research has found certain subgroups of students that have a greater frequency of failure attitudes and are more vulnerable to test anxiety and despair. Some findings may be beneficial in creating more resilient educational settings that promote students' mental health and academic well-being in upper secondary school (Zamfir & Mocanu, 2020). Relative Autonomous Motivation has a beneficial impact on academic achievement by promoting a deep study approach and increased study effort (Kusurkar et al., 2013). The positive relationship between instructors' views of structure and students' controlled motivation might indicate that teachers provide structure in a controlling rather than autonomy-supportive manner. Furthermore, the relationships between need support and student motivation changed at the class and within-class (student) levels, underscoring the need of disentangling the impacts of need-supportive teaching at various levels and using a multilevel strategy (Domen et al., 2020). The findings of this study emphasize the importance of understanding and adopting the autonomy support style through teacher training and education in order to facilitate the creation of learning environments that promote autonomous motivation and concentration to learn physical education content while avoiding amotivation, or a loss of interest and motivation in class. Hence, this is cross-sectional research involving high school students, the study's primary limitations are centered on the sample's particular features (Maldonado et al., 2019). The different characteristics of students' motivation lead to variations in their success. Above and beyond IQ and past success, the research revealed the relative relevance of students' ability self-concepts, task values, learning objectives, and achievement motives for students' grades in various academic courses (Steinmayr et al., 2019). A student with influence of motivation will most likely get higher grades and more tempted to go to school each and everyday. Motivation drives the student to do even the difficult task and academic activities and thus the result for a better behavior of a student in school and ain enthusiasm to learn something new each day.

2.2 Parental Support

The COVID-19 confinement disrupted children's emotional and behavioral routines, but it also allowed for certain good adaptations to emerge. According to the findings of this study, the psychological influence on children is inextricably connected to the impact on parents. In a broad health crisis, such as COVID-19, parents are likely to be affected, putting them at a greater risk for general distress and mental disorders, which lead to worse child outcomes (Romero et al, 2020). This study looked at the little-known relationships between secondary students' performance levels and other crucial aspects of the homework process, such as student conduct and parental engagement. The results showed that children's academic performance was related to their perceptions of parental participation in the homework process. The study demonstrates the cyclical nature of three essential components of the homework process: children's accomplishment level influences perceived parental participation in homework, and parental involvement in homework influences kids' subsequent performance throughout time (Núñez et al., 2017).

Different forms of parental engagement in schoolwork were linked to various results, with parental autonomy support being the most helpful (Gonida & Cortina, 2014). These data show that parental and teacher assistance is advantageous to kids' autonomous motivation and

homework effort in middle school (Feng et al., 2019). Exploring cultural norms that influence the lives of families that come to them for support can be beneficial to practitioners such as counselors and parent educators. Finally, parents may gain insight into how their efforts to assist their teenagers by encouraging them, providing guidance, and investing monetarily pay off in significant ways for their children's psychological well-being (Chentsova et al., 2020).

Teachers, in particular, should maintain closer contact with parents and discuss and be aware of a variety of family experiences. Parents should be free to contact the school without worrying about their children's placements or how teachers see them. It's a question of trust built through time, and it's extremely simple to betray that trust. Another option for schools and instructors is to focus on parents whose children require assistance. This family of parents is easily identifiable. Open communication that focuses on pedagogical solutions rather than a child's issues helps parents trust school employees Koskela T. (2021). Parental support has a big significant association with the student to guide towards better pathways and encourage students in something they want to but they are scared. In addition, parents play significant role to help and assess their children to become an independent and know how to face their problems with the support of the parents.

2. Research Methodology

This study was designed to find out the descriptive correlation between Students Motivation and Parental Support. The respondent of this study is the Senior High School Students which they are qualified to answer the following questionnaire though it's about motivation on how they are motivate themselves towards study specially in this time of pandemic. On the other hand, it is essential to know how students handle difficulties in studies through modular learning. The respondents will depend my study though if they are related to it. The research was conducted in different Junior High School within Mandaue City. Mandaue City is located in the central- eastern coastal region of Cebu. The researcher made a survey questionnaire that consists of two parts first is the Students Motivation by 4-Likert point scale with 10 items. For the second part is the Parental Support by 4-Likert point scale with 10 items. And the cronbachs alpha in this research.

The researchers first conducted pilot testing to ensure the validity and reliability of the study before conducting into actual study. 15 participants were chosen in the pilot testing the responses of both Students Motivation and Parental Support were collected and will be interpreted and analyzed using weighted mean. The researchers started the actual study after surveying the pilot testing the researchers respectfully ask the respondents in the sample if they can be survey participants of my study. The survey questionnaire was distributed via messenger to the respondents (student). The questionnaire for the survey consists of personal data and questions about Students Motivation and Parent Support. The data would depend on the responses of the respondents. The information gathered by the researcher will be the basis in making the analysis, findings, conclusion, and recommendations of the study.

The data were treated using the weighted mean and chi square. It determines the relationship between the two variables which is Students Motivation and Parental Support.

3. Presentation, Analysis, and Interpretation of Data

Table 1. Student motivation

Indicators	(μ)	Interpretation
1. My dreams motivate me to take my study seriously.	3.71	Motivated
2. My goal in life motivate me to finish my study.	3.67	Motivated
3. Material things that I wanted motivates me.	3.01	Moderately Motivated
4. My personal sufferings and hardships motivates me.	3.48	Motivated
5. I make my status in life as a motivation.	3.33	Motivated
6. My competitive attitude make me as a student motivation.	3.08	Motivated
7. I make my allowance as a student motivation.	2.95	Moderately Motivated
8. As a student taking modular learning, I found more motivation in doing academic activities in our home.	3.04	Moderately Motivated
9. My friends helps me and motivates me in doing my modules.	3.29	Motivated
10. Having a companion in doing my modules motivates me.	3.21	Moderately Motivated
Weighted mean	3.28	Motivated

SCALE: 1.0-1.75 = Not at all (not motivated); 1.76-2.50 = Slightly motivated 2.51-3.25 moderately motivated; 3.26-4.00 = motivated.

The table above shows the most ideal motivations of the students to take their study seriously is their dreams ($\mu=3.71$) by their goals ($\mu=3.67$) and by the material things ($\mu=3.01$). Moreover, personal suffering and hardships ($\mu=3.48$) and status in life ($\mu=3.33$) and competitive attitude of students ($\mu=3.08$). According to Elliot (2006) his hierarchical model of approach-avoidance motivation, accomplishment goals serve as fundamental motivating concepts that fuel action. However, they do not dictate the specific direction of the stimulated activity. Instead, goals and task values are frequently used to strategically direct this fundamental drive toward tangible objectives that satisfy the underlying need or worry. Students moderately motivated of allowance ($\mu=2.95$) and taking modular learning student found more motivation in doing academic activities in home ($\mu=3.04$) with friends help ($\mu=3.29$) and companion ($\mu=3.21$). The substantial and persistent impacts on students' ability self-concept and hope for success in the study reflect positive psychology suggestions that individuals think optimistically about the future and constantly offer reinforcement to themselves by reminding themselves of their good characteristics (Seligman & Csikszentmihalyi, 2000). Achievement motives and ability self-concepts are conceptually linked. Individuals who trust in their potential to achieve frequently exhibit more optimism for success than fright of failure, and vice versa (Brunstein & Heckhausen, 2008).

Table 2. Parental support

Indicators	Mean(μ)	Interpretation
1. My parents give my needs especially my needs in school.	3.61	Supported
2. My parents give some of their time to me.	3.23	Moderately Supported
3. My parents monitors me on my modules if there is lacking.	3.49	Supported
4. My parents show their support on me even in simple ways.	3.50	Supported
5. My parents set aside their work to get my modules in school.	3.12	Moderately Supported
6. My parents motivate me to take my study solemnly.	3.46	Supported
7. My parents persuade me to do my responsibility.	3.43	Supported
8. My parents guide and advise me in every decisions I take.	3.43	Supported
9. My parents give me some motivations in answering my modules.	3.21	Moderately Supported
10. My parents compliment me when I achieved good thing in life.	3.34	Supported
Weighted mean	3.38	Supported

SCALE: 1.0-1.75 = Not at all (not supported); 1.76-2.50 = Slightly supported 2.51-3.25 moderately supported ; 3.26-4.00 = supported.

Table 2 shows the parental support of the parents towards students to give the needs specially in school ($\mu=3.61$) by giving some of their time ($\mu=3.23$) and by monitoring their modules if there is lacking ($\mu=3.49$). As well as show them support even in simple ways ($\mu=3.50$) and set aside their work to get the modules in school ($\mu=3.12$) and motivate students solemnly ($\mu=3.46$). Supportive parental homework participation – such as parental supply of autonomous support or structure – is not only connected with improved academic achievement, but it is also thought to benefit kids' well-being (e.g., Hoover- Dempsey et al., 2002; Pekrun et al., 2002). Parents do their responsibility towards their students, Persuade students to do their responsibility ($\mu=3.43$) and guide, as well as advice the students in every decisions they may take ($\mu=3.43$) and give some motivation in answering modules ($\mu=3.21$) and compliment when achieved good things in life ($\mu=3.34$). Modular learners receiving strong academic support from their parents similarly resembles the findings of Zhao et al., (2020), who discovered that students received high academic support from their parents while continuing school in the midst of a pandemic. The study backs up and expands on previous data to support an interactive socializing paradigm (Collins et al., 2000; Grusec, 2002). As their contacts develop and results accrue, the behaviors of parents and children are gradually modeled to determine the course of student learning.

Table 2. Students' motivation and parental support

Variables	Chi-Square	df	Asymp. Sig.	Interpretation
Student Motivation	99.800a	17	0.000	Significant
Parental Support	80.933b	18	0.000	Significant

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.0.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 9.5.

Table 3. Students motivation and parental support

	Value	df	Asymp. Sig. (2-sided)	Interpretation
Pearson Chi-Square	418.00 ^a	306	.000	Significant
N of Valid Cases	180			

a. 342 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

The table shows that the p value (.000) is less than the significant alpha of 0.5, thus rejecting null hypothesis. It can be concluded that there is significant association between Students Motivation and Parental Support. Hence, these two are highly significant to the students towards their modular learning. The researchers looked at the impact of student motivation on academic achievement. Students' motivation and academic achievement were found to have a positive and mutually causative link in the study. This link is reciprocal, meaning that driven students perform better, and motivated students grow more motivated (Afzal et al., 2010).

It was seen that the level of students motivation has the result of sometimes based on the weighted mean when it comes to the goals and dreams of the students such as finishing their study and to have a better life in the future. On the other hand, students level of parental support on modular learning has the result of supported because of the parents who always there and guide the students towards a better version of themselves. Having a high level of students' motivation has significant association of parental support.

4. Conclusion

In this study, it is concluded that the students motivation when it comes their dreams and goals in life motivate them. It is their kind of motivating themselves in order for them to have energy and enthusiastic to go to school. Nevertheless student motivation in educational objectives was occasionally seen among students in junior high school. Furthermore, parents constantly encourage and guide their children when it comes to studying to feel as well that they are not alone in their journey. As a result, students are more driven to proceed their studies together with their motivation to pursue studies. Student motivation and parental support has significant association.

5. Recommendation

The goal of the study was to look over the association between students' level of motivation and the parental support of the parents. Respondents in this study included 180 students from various Mandaue, City schools. The Students Motivation and Parental Support Assessment (SMPSA) questionnaire was used as an assessment tool to gather data. The data was analyzed and using weighted mean and chi-square. The findings revealed an association between the level of student motivation and parental support among students. Those students who are motivated had possibility to achieve their dreams and goals in life and to the parents who are always supported to their children and guide them to have a better pathway in the future.

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