

The Students' Assessment of Family Influences on their Academic Motivation

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Abstract:- Family is the basic unit of the society where the child's upbringing must start since his or her birth. The home is very pertinent and pertinent to a child's well-being and development in later life. It is assumed to have significant influences over the students' academic motivation and success. Researchers believed that the obligation of the family to a child at any given time cannot be exaggerated.

Phenomenological research design was used by this qualitative paper to recognize the assessment and lived experiences of the respondents, categorically the students of Philippine School Doha, parallel to the central question: *"How do the students assess the family influences on their academic motivation?"* The researchers gathered the data through a robotfoto and twenty semi-structured interview questionnaires. The data were analyzed using an inductive approach.

Findings have shown that familial background, familial expectation, familial interaction, and familial involvement between and among family members greatly influenced students' academic motivation and success.

For every student, they have their familial background, familial expectation, familial interaction, and familial involvement that work hand in hand that influenced their academic motivation and success.

This paper suggests that future researchers to expand the number of respondents further to have a broader range of responses. The respondents chosen should be coming from different levels from different educational institutions to check whether all students would share the same type of responses.

Keywords:- Assessment, Family Influences, Academic Motivation, Philippine School Doha, Familial Background, Familial Expectation, Familial Interaction, and Familial Involvement.

I. INTRODUCTION

Many of the students of Philippine School Doha faced with different struggles and challenges in lives, specifically in their academic ventures. This study aims to disclose the students' assessment and lived experiences on how family influences affect their academic motivation since the family plays an important role and serves as the main foundation of the student's learning.

Family is the basic unit of the society where the child's upbringing must start since his or her birth (Grace, Jethro, & Aina, 2012). The home is very pertinent and pertinent to a child's well-being and development in later life (Grace, Jethro, & Aina, 2012). It is assumed to have significant influences over the students' academic motivation and success. Researchers believed that the obligation of the family to a child at any given time cannot be exaggerated. The individual's principles established since childhood is like letters engraved in the bark of a young tree, which grows, enlarge with it making its integral part (Grace, Jethro, & Aina, 2012). Thus, the correct beginning makes the most important part of education. Negligence of the parents to meet these particular needs can have wide-ranging and long-lasting adverse effects (Grace, Jethro, & Aina, 2012). It is because the parents at home are the children's first teachers.

The influence of parents and the family as a whole on children's accomplishment is well documented by researchers in several studies. Studies say that greater parental involvement at an early stage in children's learning conclusively affects the children's school performance, including higher academic accomplishment. (Gadsden, 2003). Indeed, family influences palpably and consistently have significant effects on students' accomplishment and adjustment, which far exceed other forms of influences.

When there is a strong support system of the families to learning, students tend to succeed not just in school, but throughout the students' life. The exact predictor of the students' motivation and accomplishment in school is not the social status, but the extent to which that students' family can create a home environment that stimulates learning and to express high expectations for the students' future endeavors (Grace, Jethro, & Aina, 2012).

Moreover, family influences have consistently been showing to relate to numerous outcomes such as child psychological problems, academic motivation, and performances (Querido, Warner & Eyberg, 2002). Family influences, including supportiveness and warmth continue to play an essential role in influencing students' academic accomplishments and performances.

Within this study, this research covered the assessment and lived- experiences of the students of Philippine School Doha who have from different familial backgrounds with different familial expectations and different levels of familial interaction and familial involvement towards academic undertakings.

II. METHOD

➤ *Research Design*

The researchers utilized the principle of qualitative research and the phenomenological approach as their research design. Since qualitative research always keeps the big picture in mind and follows a “Gestalt” perspective. The focus of qualitative research in this study was to understand the whole phenomena as a whole complex, which cannot be fragmented or reduced to a few variables. To do so, the researchers would yield a lopsided result that would not be faithful to the participants' real situation (Tayade, 2019).

The researchers were required to seek variations within the confines of phenomena and investigate the rationale in the discourse of analysis and narrative inquiry in differing explicit and implicit philosophies (Elliot, et al. 2007). Thus, the researchers employed the narrative approach in putting all the data through findings and discussion. A narrative, like most of the other qualitative approaches, is an umbrella term encompassing a variety of methods. The narrative is simply straightforward, a story told in a clear chronological order that coherently connects events for a focused audience. These stories serve as windows into the lives of the participants, which the researchers were able to obtain a greater understanding of their life and their experience (Taylor, 2020). As such, the researchers rightfully observed that narrative conciliates between an inner world of thought-feeling and an outer world of observable actions and states of affairs (Mattingly and Garro, 2000).

➤ *Research Locus and Sample*

The researchers conducted the research study in the Philippine School Doha – one of the Philippine School Overseas in the Middle East. Philippine School Doha has served as a foundation and home for many different students who have developed into smart and independent students. It is well known for its service and excellence, making the Filipino community satisfied for their act of assistance and high-quality education.

The participants consisted of seven, of which were coming from different schools when they entered Philippine School Doha. The researchers selected them via a qualitative purposive sampling strategy (Moen and Middelthun, 2015). The selection of the preferred participants was situated by the researchers on the following criteria, (a) students who were officially enrolled in Philippine School Doha. (b) new students in Philippine School Doha.

Furthermore, a small sample of larger population size was implemented to avail of their knowledge within the phenomenon of interest and served as representatives who met or exceeded the said criteria (Palinkas, et al., 2013). The main advantage of this small sample is that the researchers can reach the targeted sample quickly.

➤ *Data Collection and Ethical Consideration*

The data in this research study were gathered through a robotfoto together with the twenty semi-structured interview guides (Kelchtermans & Ballet, 2002; Garcia & Acosta, 2016). The robotfoto looked for the demographic sketch of the participants, their personal details that include a contact number, email address, date of birth, educational attainment of the parents, and the number of years they stay in the State of Qatar. The participants were provided with twenty questions that allowed them to share their thoughts, lived experiences, and feelings that contributed to gaining information.

Before the actual interview, a consent form was given to the participants. It served as evidence for the respondents' approval; included was the assurance of confidentiality of their data and responses. The researchers handed a questionnaire form to the participants that allowed the smooth flow of the interview (De Guzman, 2007). Moreover, the collected data were transcribed verbatim with the aid of the recording gadgets. The researchers assured the participants that their responses would be handled with utmost animosity and confidentiality (Sisno, 2017, Kayed & Hassan, 2012). The researchers made use of field notes during the interview process and were compiled for better interpretation of the transcribed data. Such reminded the researchers of the respondents' behavior, impression, verbal and non-verbal cues, and the context in the course of the interview. The interview covered approximately forty minutes in length, and transcription of the data taken for two days (Sutton & Austin, 2015). The researchers used the pseudonyms to denote each respondent for confidentiality (Moen & Middlethun, 2015).

➤ *Data Analysis*

Encapsulating the respondents' assessment regarding the phenomena of the research was the most vital component of this study (Sutton & Austin, 2015). To further decrypt the phenomenon of this study, the researchers made use of the phenomenological methods (Phillips-Pula et. Al., 2011) while engaging in a systematic approach of arranging, considering, and organizing the chronology experiences uttered by the

participants (Moen & Middleton, 2015). The following procedures were observed throughout the study: (1) transcribed the recorded data in a verbatim manner; (2) read and re-read the respondents' view of phenomenon; (3) constructed emic and reconstructed etic perspective; (4) extracted significant statements from the respondents' viewpoints and created a compilation of these statements; (5) analyzed and comprehended similarities of the respondents' responses to create unit thoughts; (6) sorted and grouped these thought units through a dendrogram (Acosta, 2010); (7) formulated a figure or simulacrum representing the complete findings of the study; (8) validated the emerged themes through critical inspection to guarantee reliability and quality of the interpretations (Kelchtermans & Ballet, 2002).

The analysis of data was done in an inductive process, writing marginal notes on the transcribed data and later following the flow of the findings to verify the emerging themes (Williamson, et al., 2017). Analysis and discussion of data continued throughout the study until new categories nor themes would emerge, and saturation of findings was met (Phillips-Pula, 2011).

III. FINDINGS

Probably the most substantial impact in our lives is the home where we grew up. Our birth order, the personality of our parents, the manner our siblings treated us, the socioeconomic status of the family, the education, the place we lived — all of these molded us at the time when we were most vulnerable to being shaped (Collins, 2017). Apart from these implied influences, our parents educated and trained us all the basics of proper decorum and behavior (Wittmeyer, 2019).

Honestly, parents have essential roles to play in the life of a child. The participation of the parents on a child directs the future of the child. Parenting involvement and participation are catch-all term for many different activities, which includes at home, good parenting, helping with homework, talking to teachers, attending school activities, to taking part in school governance (Grace, Jethro, & Aina, 2012). When there is a strong support system of the families to learning, students tend to succeed not just in school, but throughout the students' life. (Grace, Jethro, & Aina, 2012).

However, in this research, the emergent themes from the gathered data analysis revealed that students viewed a broad and comprehensive scope of sources of family influences on academic motivation. The data visualize such family influences that show a significant impact on the students' motivation towards school. Depending on some circumstances, it discerned that these family influences are being categorized into four, namely *familial background*, *familial expectation*, *familial interaction*, and *familial involvement*.

➤ *Familial Background*

It is no doubt that family background influences students' academic motivation. The data collected showed that the students' parents are all professionals in their own chosen field, and they held decent and stable positions. For these reasons, the socioeconomic status of the students' families is high. Thus, they can provide the required essentials needed for the students' education.

- “My parents are both working in Ooredoo. They are both office administrators.” (S5)
- “My father is a Radio Technician, and my mother is a secretary in a prestigious company.” (S6)
- “My mom is a nurse, and my dad is working on a logistics company.” (S7)

The data showed that the respondents belong to a conventional family, wherein they are living in a simple and peaceful life- full of joy. Considering that the respondents come from an intact structure of the family, the support system and love among the members are powerful. Although the students' family is not perfect, they still have good, peaceful, and harmonious relationships among one another.

- “My family is normal though it is not perfect, but we love and support one another.” (S1)
- “My family lived in Qatar for 13 years. Our life is simple but full of joy and happiness.” (S4)
- “My family is normal ever since we were here, my family's decisions are what I am counting on, and I support it.” (S5)

➤ *Familial Expectation*

Nothing in life can be more captivating and satisfying than students' trust in their capabilities to realize a given task. Indeed, family expectations, specifically the parental expectations, boost the students' motivation to perform better in school. The researchers found out that all the students' parents have an ambitious dream for them to have successful lives in the future.

- “My family's idea for me in the future is to become successful and to be a good partner and parent.” (S2)
- “My family's dream for me is to continue and support whatever I love doing and to pursue the course of dentistry that I like. These are my family's dreams for me.” (S4)
- “My parents want me to become successful. They love to help and support my decisions as long as I am willing to take them.” (S5)
- “My family's dream for me is to become successful in all my endeavors to have a good salary income and have a comfortable life. They love to see me working in the pharmacy.” (S6)

The parental expectations served as constant reminders whenever the students feel lazy and discouraged because they had a hard time coping up with all the school works (Quion, 2017). Students' performances and achievements greatly influenced by the words of encouragement, motivation, and

persistence of the parents to their children to perform better in the school.

- *“My family encourages me, but sometimes it hurts when they do not see my efforts. They sometimes do not believe that I did my best to study hard.” (S3)*
- *“My family always reminds me to do my best. I know my parents are working hard, and the only that I could repay them is through studying hard and having good grades.” (S4)*
- *“My family’s expectation encourages and influences me because I am the type of person that will leave all my school works and just rest, but because of them, they motivate me to push and strive harder and think about positive things even though I am going through a hard time in the school.” (S6)*
- *“My family’s expectations help me to become more persistent in my studies.” (S7)*

➤ Familial Interaction

Familial interaction mentions to both verbal and nonverbal information exchanged between and among the family members. It entails the ability to give attention to what others are thinking or feeling.

In the same veins, the vital part of familial interaction is not just about talking, but also listening to what others have to say. Interaction within the family is essential because it allows family members to convey their needs, wants, and concerns to one another. It is through interaction that family members can resolve the inevitable conflicts that may arise with in the family.

The findings showed that the rapport among the family members is well-established because they all speak the same language and dialect. It makes every member of the family to express his or her points easily.

- *“In our family, we all speak English, Tagalog, and Bisaya.” (S1)*
- *“At home, we use Filipino language, and we also know how to speak Kapangpangan.” (S2)*

Furthermore, the findings showed that every family member in the family also shared the same interests and hobbies. Thus, it creates a closer bond and builds a good relationship between and among the family members.

- *“My brother and I are close to each other because we share the same interests and hobbies. We love being together.” (S2)*
- *“I am closer to my mother because she opens up a lot to me. I can easily relate to her because we are both girls, and we share the same interests.” (S4)*
- *“I am closer to my mom and my siblings, but I have distance feelings to my dad. Being the middle child in the family, I am automatically inclined closer to my mom. However, this causes some complex relationship with my*

siblings. Nevertheless, I am trying my best to connect and build a good relationship with them.” (S6)

The interaction between and among the family members often challenged due to some family values and practices- these include opposing each other’s plan to do on weekends, comparing one child to another child, being dishonest, and arguments of the parents. Nonetheless, family bonding- like attending mass, eating meals together, going out every weekend, and showing respect help resolve these minor concerns.

- *“I dislike the arguments of my parents because it affects the whole family and me.” (S1)*
- *“I tend to get upset when they are opposing each other’s plan to do at the weekend.” (S2)*
- *“I do not like it when my parents compared me to other students and other children because it puts my efforts in becoming a better student away.” (S6)*
- *“The practices that I like in my family is bonding together.” (S1)*
- *“I like going out every Thursday because it is our family bonding.” (S7)*
- *“I like to go to mass and go out every weekend with my family.” (S2)*
- *“One of the practices that I like is that we still have meals together even though they are all busy at work.” (S4)*

Despite all these imperfections in every family, and the academic pressures, students still found many ways to subdue them. Indeed, the data showed that students still managed to deal and handle all these kinds of situations and remain positive in their lives.

- *“One of the best ways to overcome these kinds of situations, I have to take a good rest. I need to sleep well for me to have enough strength to bounce back.” (S6)*
- *“Spending time with video games and hanging out with my good friends are mostly my best ways to deal with stress and pressure in life.” (S5)*
- *“Despite all the criticisms that I received. I still managed to remain optimistic and took them as advice for me to improve.” (S2)*

➤ Familial Involvement

Based on the gathered data, parental involvement in the students’ motivation congruously found to be conclusively associated with the students’ academic endeavors. Specifically, students whose parents are more active in their education have a higher level of motivation towards school works (-, 2016). Parental contribution and involvement in the children’s academic endeavors manifests that the students’ parents are fully aware of the importance of their involvement.

- *“My family encourages me to study well and lessen outings with my friends.” (S1)*
- *“They always share their experiences in academics and giving me advice.” (S2)*

- *“They encourage me by telling me that any effort that I give to something is enough in that and I do not need to pursue myself because as a STEM student we are more pressured to achieve an award and they always assure that no matter what with award or not they still love me.” (S6)*

The data further showed that parental involvement in school undertaking makes the students more productive. Students tend to strive harder when they know that their family is interested in their school whereabouts. It also modifies the students’ motivation and behavior not only in school but also at home.

- *“Because of my parents’ encouragement and support through words and actions, I am always reminded to do my best. I show gratitude to them by aim high always.” (S4)*
- *“A simple way to show my gratitude to my parents for helping my school works, for providing my needs, and for giving gifts is by helping them do the household chores.” (S3)*

IV. DISCUSSIONS

The researchers believed that every family member benefits the assets they received from their family, not only with their financial support but also with their contributions and influences towards a member’s primary interest (Lane, 2019).

Visualizing all these family influences, they are further categorized based on the emerged thought units, similarities between and among responses; however, all of them synthesized in a systematic process to ensure family influences within the members. The key to motivated and successful academic endeavors lies mainly within the family, considering the familial background, familial expectation, familial interaction, and familial involvement.

➤ *Familial Background*

Family background cites all the conditions and circumstances in the family which affect the child physically, intellectually, and emotionally (Okiemute, 2017). Researchers pointed out that the family environment has more tendencies of increasing or decreasing the intellectual achievement of the child (Okiemute, 2017). Akubue and Akolo (2008) described family as a small kinship structural group with the vital function of the natural socialization of the newborn. In the same vein, the family is defined as a primary social group of parents, offspring, and possibly other members of the household (Okiemute 2017).

A family could be extended or nuclear. Extended families refer to a large group of related kin in addition to parents and children, living together in the same household (Anderson and Taylor, 2000 as cited by Okiemute, 2017).

Subsequently, research has verified the findings that family background strongly correlated with students’ performance and achievement in school. In some studies, family education, family income, and family structure are some of the variables that may influence students’ performance and achievement. Better educated parents are more likely to give attention the quality of education where they want their child to study (Egalite, 2016).

Highly educated parents intensify their children’s development and human capital by drawing on their excellent language skills in communicating with their children (Egalite 2016). Highly educated parents also use their social capital to advance their children’s development (Egalite 2016).

Family income is also one of the variables that have a direct impact on a child’s academic performance and achievement. Indeed, parents with more considerable financial resources can use their resources to make sure that their children have the access to a full range of extra-curricular activities.

Having an excellent familial background makes the students more focused and motivated in their academic endeavors as they have something to look after and achieve more if not the same. They tend to choose a field where they have a passion for most probably the things they have observed with their parents. They must have seen their familial background as motivation as well to do better in the school. Moreover, they tend to absorb knowledge from the experiences they have within the family. Such would lead them to have a better school performance, which results in achievement. Lastly, turn to remain motivated to their school whereabouts.

➤ *Familial Expectation*

Most parent’s keen interest in their children’s performance and achievement both in education and other aspects of human survival (Chima & Ndukwu, 2017). That is why many parents strive and try their best to give their children’s needs (Chima & Ndukwu, 2017). Many parents struggle every day and do all sorts of things to care for their children (Chima & Ndukwu, 2017, Mba, 2007). Many enlightened parents believe that they can only expect great performance, achievement and success from their children only when the children are well provided and cared (Chima & Ndukwu, 2017). Some parents also believe that when they give their children with the necessary things they need, that their children will perform well in school (Chima & Ndukwu, 2017, Adebayo, 2000).

Parent’s influence on their children extends to the kinds of expectations they have for their children’s school performance and achievement. Over the past half-century, parental expectations in affecting children’s academic progress has received substantial from psychologists and

sociologists. Generally, the parental expectations play a vital role in children's academic performance and achievement (Yamamoto & Halloway, 2010).

Putting much effort into accomplishing school tasks is a must to address the flexibility of students' motivation in school. Having lots of workloads and pressures both in school and at home have been a huge concern for every student. That is why there is no better way to appreciate your children by being flexible to them and show them that they are loved and valued, not just simple sets of expectations.

➤ *Familial Interaction*

Generally, scholars agree that family socioeconomic status and family interaction significantly influence student involvement and motivation in school (Liu & Chiang, 2019). The researchers believed that interactions within the family are critical to wellness across time (Fisher, 2015). Thus, family interaction and social support from friends are the factors related the most to better well-being (Yubero, 2018).

In this perspective, frequent interaction within the family is necessary for the students to succeed in their academic endeavors. Effective interaction usually found in strong and healthy families. However, weak interaction almost always found in unhealthy family relationships.

Parents' busy schedule at work and having a lot of other commitments would affect the drive of students for their academics. Balancing work and other commitments are the ways how parents keep their interaction at homework. If there is a greater balance between work and home, the more productive you and your family will become as stated by (Bernan, 2002) in his study. Parents' enough and quality interaction with the children greatly influenced everyone's motivation in life.

➤ *Familial Involvement*

Parental involvement is a factor that is related to a child's increased academic performance and achievement (Hill & Craft, 2003). Parental involvement talks not only control children's educational progress, but also active participation in school meetings and events, collaborating with the teachers, and helping children at home. Parental involvement is a crucial factor during the school life of children, especially in lower years (Karibayeva & Bogar, 2014). Scientists discovered that parental involvement can affect children's academic performance, progress, behavior, language abilities, achievement, and social skills. Generally, the perception of life as a whole (Karibayeva & Bogar, 2014).

Parent involvement can be measured in multiple ways, including the parents' engagement and participation at home and school and the positive attitudes of the parents towards their child's education, school, and teachers (Kohl, Lengua, & McMahon 2000). Significantly, parent involvement was

related to academic performance and achievement above and beyond the impact of the child's intelligence (Topor 2010, Menor, Padecio, Villegas, Setinta & Regidor, 2017).

However, most parents nowadays are becoming less active in the involvement of their children's whereabouts as they enter the higher level. Lack of time, and work commitments, parents' education and financial problem are some of the many barriers to parental involvement even though they want to be involved more (Karibayeva & Bogar, 2014). Thus, letting the children experience a sense of being independent. Based on the findings, parents' willingness and understanding the importance of their involvement can solve all these concerns.

V. CONCLUSION

The study revealed four terminologies: Familial background, Familial expectations, Familial interaction, and Familial involvement. For every student, they have their familial background, familial expectation, familial interaction, and familial involvement that influenced their academic motivation.

The findings highlighted the many ways of how the family influenced the students' academic motivation. These four findings worked hand in hand.

The researchers concluded that *familial background* greatly influenced the students' academic motivation. It included the socioeconomic status of the family, family structure, values, and practices. Better educated parents are more likely to regard the quality of education where they want their child to study (Egalite, 2016). Highly educated parents intensify their children's development and human capital by drawing on their excellent language skills in communicating with their children. Indeed, parents with more considerable financial resources use their resources to make sure that their children have opportunity to a full range of extra-curricular activities.

High and attainable *familial expectations* had a positive and significant influence on students' self-efficacy belief. A belief can lead to high academic success and their entire life as a whole. In general, parental expectations played a vital role in children's academic motivation, achievement, and success.

Familial interaction, both verbal and nonverbal, therefore is necessary because it enables family members to convey their needs, wants, and concerns to one another. It is also true for the student's needs, wants, and concerns in school. It helps resolve the unavoidable conflicts that may arise. The most important part of interaction is not just about talking to the child but also listening to what the child has to say.

The researchers declared that the impact of *familial involvement* aroused from the values, educational aspirations of the family, and these are exhibited continuously through parental involvement, participation, and positive parenting style in the family (IT Pro team, 2019). Therefore, familial involvement had a significant impact on the students' perceptions as learners towards their academic motivation, self-esteem, and educational aspirations.

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