

Parental Motivation for Sixth Preparatory Students

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Abstract:

Parental motivation is defined as a type of external motivation that is divided into several behavioral organizations (external, internal, identity-defined, integrated organization) that motivate individuals to integrate and harmonize with their social environments, enhancing their progress towards the satisfaction of psychosocial needs for connection, competence and independence to reach healthy Psychology, happiness and well-being.

The study aims to identify the presence of motivation among students of the sixth preparatory, and the statistically significant differences in parental motivation according to the variable of gender (male - female) and specialization (scientific - human), and the results showed the following: The research sample is characterized as having a high level of parental motivation, And there are no statistically significant differences in parental motivation according to the gender variable, and there are no statistically significant differences in parental motivation according to the variable of specialization .

Keywords: parental motivation, sixth preparatory students

Introduction:

Long-term studies that dealt with motives indicated the importance of the internal motives of the individual stemming from himself and their long-term impact on the development of his efficiency and capabilities and his sense of continuous pleasure and happiness, and the decline of external motives in front of them. Over time, because the individual expects these incentives even when he puts in little effort (Ryan & Deci, 2019, p.115).

However, researchers Deci and Ryan 1985 raised new studies in the theory of self-determination about the types of external motives, including parental motives, if it is considered one of the most important types of motives and the most powerful and influential on individuals because it is an evolutionary development that arises from childhood and has no end to its life and through which all values are established The individual, his beliefs, his attitudes and his ideas towards building a better psychological and social compatibility, especially for a sample of adolescents (Grolnick, et al., 2014, p. 300).

The research problem is to answer the question:

Do middle school students have a parental motive?

Parental motivation plays the main and important role in the life of the individual, being first one of the social motives and the basis for building the personality of the individual, as the characteristics of parental motives are represented in (structure or structure, participation, support of independence) is meant by the structure, it is the degree to which the environment is organized to facilitate efficiency, This dimension has the ability to organize research on what parents can provide to facilitate competence in their children, and the structure works to provide rules and social expectations and explain why they are important and determine the consequences of not meeting them, and the importance of the commitment to meet them (Pomerantz and Grolnick; 2009, p.167). As for involvement, it is the extent of parents' interest in knowledge and active participation in the children's lives in relation to targeted activities, and helps parents facilitate the need for bonding through positive participation which includes providing tangible resources (time, attention, unexpected financial reward, moral reward, showing love and attention during Joint Work (p. 145) (Grolnick & Ryan, 1989).

Autonomy-Support is the degree to which parents evaluate and use techniques that encourage choice and participation in decision-making in socialization (Farkas & Grolnick, 2010, p.267).

Deci & Ryan (2000) defined Parental Motivation as acquired social motives (internal and external) whose central goal is to teach children the ability to absorb social regulations and internalize them to become their own, and thus organize themselves independently to reach the satisfaction of basic psychological needs and achieve integration. (Ryan, 2000, p.233).

As Jerald (2020) defined it as an interactive behavioral pattern presented by parents towards their children, which can have a positive or negative impact on the individual with the aim of achieving success in life. (Jerald, 2020, p.25).

The current research aims to find out:

Identifying the parental motivation among middle school students, and the statistical significant differences in parental motivation among middle school students according to the variable of gender (males, females) and specialization (scientific, literary) is introduced. Literature review:

Organismic Integration Theory: (OIT)

The most important sub-theories of the theory of self-determination concerned with external motives have been called the theory of organic integration because the motive in it is gradual and complex at the same time accompanied by psychological development i.e. (growth_development), (Ryan et al., 2008, 139).

The theory explains that the extrinsic motivation depends on the extent of independence, in other words, the extrinsic motivation varies according to the assimilation and integration of the value of the activity. The assimilation means that it is a natural developmental process carried out by individuals of all ages (children, adolescents, adults) by integrating societal values and the contents of socialization (Grolnick et al.,1996, p.53).

Organic integration explains the process of transforming the individual's motives from the external organization to a copy of the self or the essential organization. The parental motive represents one of

Parental Motivation for Sixth Preparatory Students

these motives, that is, it is exogenous in origin that begins with the controlled motives such as (regulating behavior externally, regulating behavior internally), it can be insertion or (assimilation). Here if the individual sees the value and importance of the task, the behavior becomes more independent in the motives of independent organization such as (identity-defined organization, integrated organization). (Ryan & Deci, 1997, p.528).

Controlled motives are divided into:

A _ external regulation

The behavior of individuals in this organization is regulated based on either the expectation of reward or the fear of punishment, meaning that the assimilation of values, attitudes and behaviors takes place even if those values and attitudes are not desired by the person provided by parents, and this organization depends on the parents' way of presenting the structure for their children in a way that supports independence, (Ryan& Deci; 2018, p.8).

B_ The Introjected Regulation

The term is etymologically rooted in the Latin words *intro* (inside) and *jacere* (throw). In other words, the reason for doing the behavior was to "throw it inside" the individual and no longer require external contingency to enact and thus, the contingency underlying the behavior, which was applied earlier by the parents, now applied to the self however, the regulation of behavior was 'whole' rather than 'whole digested', generating feelings of internal control such interpersonal pressure completely deprives energy, which may explain why input only predicts perseverance in the short term. (Teixeira et al.,2010,p.728).

It is limited to absorbing external contingencies, meaning that rewards or restrictions are now imposed by the individual and not by others. The individual controls internally, i.e. the feelings and feelings that he elicited from parental interaction with him outweigh over time, so he feels pride and confidence or humiliation and brokenness or fear and anxiety from their reactions, (Williams et al., 2009, p.317).

Independent motives are divided into:

1-Identity-specific regulation

This regulation is determined when the behavior is evaluated by the individual and is seen as his choice, which is the internally regulated behavior of examples (the individual who chooses to do additional work he loves because he believes that this will eventually improve his physical ability, at the same time he used to He loves this type of action from a young age and has been doing it lovingly with his parents (in this specific topic the motive is extrinsic because the activity is not conducted for himself but as a means to an end).

However, the behavior is not self-determining so rather than the reward for doing extra work the individual chooses to do it because he feels It will be beneficial to him as he experiences a sense of the importance of what he is doing rather than a sense of obligation and pressure (Vansteenkiste et al., 2004, p. 265). Method:

The Sample

In choosing a sample of her applied research, the researcher relied on the simple random sampling method, with an equal distribution, as (200) male and female students were selected, with (100) male and female students from the literary branch schools and (100) male and female students from the scientific branch schools, i.e. (50) Students in each school (25 males and 25 females).

Search Tool:

In order to achieve the objectives of the research, there is a need for a tool to measure the research variable (parental motivation) and because the variable does not have a tool, the researcher prepared the measure of parental motivation according to the theory and after reviewing the paragraphs of some of the measures that she obtained from the literature and previous studies related to the variable.

Thus (40) A paragraph and in front of each paragraph there are four alternatives: (never, sometimes, often, always), and a weighted value was given to each alternative, which is (1,2,3,4) for the positive paragraphs and the opposite of this for the negative paragraphs of the scores and for all paragraphs, and it shows the values of the alternatives scale Parental motivation and we conclude from this distribution of weights that the increase in the degree of the examinee on the scale means that his parental motivation is high.

The researcher used the Pearson correlation coefficient to extract the correlation coefficient between each item and the total score of the scale.), and its t-values were (1.96) higher than the Pearson tabular value of (0.098) at the level (0.05) and the degree of freedom (198). The apparent validity was also achieved by displaying the scale on the number of arbitrators, and the construct validity was reached through the paragraph degree correlation index with the total degree of the scale. Applying Cronbach's alpha equation to the values of all sample scores for the parental motivation scale is used. The value of the stability of Cronbach's alpha for the parental motivation scale was (0.86).

Results:

The researcher applied the parental motivation scale to the research sample members of (200) male and female students, and the results showed that their average score on the scale amounted to (119,372) degrees and a standard deviation of (15,459) degrees, and when balancing this average with the hypothetical average of the scale and the amount of (100) degrees, and using the t-test for one sample, it was found that the difference was statistically significant and in favor of the arithmetic mean, as the calculated t-value was higher than the tabular t-value of (1.96) with a degree of freedom (199) and the level of significance (0.05) and the table (1) explains it.

Table No. (1)

A one-sample t-test to measure parental motivation

Sig. Level (0.05)	Degree of freedom	T value		Hypothesis mean	Standard deviation	Arithmetic mean	No .	Variable
		Tabular	Calculation					
Statistical significance	199	1,96	26,019	100	15,439	119,372	200	Parenthood motivation

Parental Motivation for Sixth Preparatory Students

The result of Table (1) indicates that the research sample is characterized by having a high level of parental motivation.

The researcher used the Two Way Anova analysis to identify the significance of the differences in order to identify the parental motivation according to the variable of gender and specialization, and Table No. (2) illustrates this:

Table (2)

Two-way analysis of variance to reveal the significance of differences in parental motivation according to gender (male - female) and specialization (scientific, literary).

Sig. level at 0.05	(F) value		Mean of Squares MS	degrees of freedom D. of F.	Sum of Squares S. s	Source of Variance
	Tabular	Calculation				
Not sig.	3.84	1.026	245.309	1	245.309	sex A
Not sig.	3.84	0.299	71.424	1	71.424	Specialization B
Not sig.	3.84	0,352	84.123	1	84.132	Interaction BXA
			238.986	426	101807,887	Error
				429	102258,465	Total

The results shown in Table (2) indicated that there are no statistically significant differences according to the variable of gender and specialization, as the calculated t-value for gender was (1.026), which is less than the tabular t-value, which reached (3.84) at the significance level (0.05) and the degree of freedom -1 426).

The results also showed that there are no statistically significant differences according to the variable of specialization (scientific - literary), as the calculated maximal value was (0.299), which is less than the tabular maximal value of (3.84) at the level of significance (0.05) and the degree of freedom (1- 426 The results showed that there is no significant interaction between the variables (sex and specialization), as the calculated t-value reached (0.352), which is less than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (1-429).

Discussion:

This study examined whether the sample had a parental motive, and the results showed that the sixth preparatory students have a high parental motive, as confirmed by the theory and indicated that the parental dimensions represented in providing the structure, participation and support of independence that appear in the external organization of behavior and sought by children and built on them.

Feelings of pride, self-respect and self-esteem appear in the internal organization of behavior, and it appears in their behaviors that determine the dimensions of their identity, and these behaviors become an integral part of their selves and become evident in the integrated organization of their behavior, and thus satisfy them with the three basic needs represented by a sense of connection first and a sense of competence and independence finally, (Deci&Grolnick;1997, p143).

The researcher explains this result that the love of parents is an innate and acquired emotion at the same time, if the feeling of fatherhood and motherhood is a sacred feeling honored by God Almighty that parents enjoy. In our homeland, Iraq, and the difficult economic, social and political conditions that it suffers from, but the parental motives remain very strong, which the children realize at all times and in all forms. Kindness, tenderness, guidance and proper upbringing because they are the future of this great nation. Likewise, children should have mutual respect, understand their parents' views and understand their directives, instructions and orders.

It should also be noted that the school stage that the sample is going through (the sixth preparatory) is an important stage for the students and their families because it is a transitional stage from late adolescence to the youth stage, from the regular study to a specialized future professional study.

Through their description of the material and moral support provided by parents, and educational methods to provide advice and advice, and to participate with their children in activities that raise their morale, whether at home or school, and to build a supportive structure for the independence of children to encourage them to adapt and social harmony with their environment and to enhance images of self-efficacy through Paying attention to everything they do and say and sharing their opinions and aspirations about the future. This study agreed with the study of Jornilac (2014, Grolnick) and the study of Gerald (p 103, 2020, Jerald.) and the study of Jungert et al., 2015, p57, and the study of Gottferd, 2009, p 72).

The results also showed that there were no statistically significant differences according to the variable of sex and specialization.

The researcher explains this result that since the parental motive is an innate and acquired motive (internal and external) that characterizes parents in general according to their different cultures and environments and they reflect their reactions to their children, it is unreasonable for parents to have a difference in dealing with their children according to the gender variable (males or females). This was clarified by the statistical results that were conducted, and this result agreed with the study of Sima and Martinez (Serna, & Martinez 2019, p.74).

As well as the study of Gonzalez and others (p.89, 2005, Gonzalez), as well as the study of Ghazi and others (Ghazi, 2005) explains both Deci and Ryan, Koestner, Ryan& Deci (1999).

Given the centrality of fathers in their children's lives, parental motivation may represent a unique form of controlled motivation because offspring are dependent on the resources provided by their parents. (Thompson et al. , 2005, p.343), the relationships that children have with their parents are often more important in their lives than any other relationship. Parents remain central even when peers become prominent in an individual's life.

So that they view it as having personal value what is referred to as a (identified) motive, although individuals may experience to the extent of parental motives as controlling motives, but in this organization they take a more independent character, and over time their regulation of behavior

Parental Motivation for Sixth Preparatory Students

becomes integrated And completely independent, driven by the individual, that is, he becomes an intrinsic motive, (Grolnick et al., 2017, p.852).

Conclusions:

The sixth preparatory students have a parental motive, and this is due to the fact that they are within a specific age group that enjoys the attention and care of parents in particular, due to the importance of the age stage they are going through (adolescence) and the crucial school stage (the sixth preparatory) as a transitional stage from middle school to university life and then professional.

The absence of differences in the gender variable (male - female) and specialization (scientific - literary) confirms the extent of attention and care that parents give to their children of both sexes, as studies and research that the researcher went through during her research proved the extent of cultural and intellectual progress that the Arab community has reached in general. Iraq in particular.

Parental motivation can affect not only the ability of individuals to overcome difficult school stages, but it is the central and influential factor in the enjoyment of individuals with psychosocial adjustment and the ability to enjoy mental health and a feeling of happiness, which is reflected in building a solid and strong foundation for fatherhood for future generations.

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Parental Motivation for Sixth Preparatory Students

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