Motivation of Senior High School Students in their Studies

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Abstract- Senior High School students face different struggles pertaining on having lack of materials needed in school. In order for them to continue pursuing their studies, they must establish a strong motivation. The study was a quantitative design. This study aimed to know the different levels of motivation of Senior High School students. The researchers conducted the survey among the Senior High School with the total of one hundred respondents who are required to answer the questionnaire to complete the survey and gather the data needed. Quantitative data were processed using chi-square. The result will show the correlation between motivation and education in terms of student's profile. The study has shown the level of student motivation in terms of faith, family, economic status, friends , goals, and education in their studies. It shows that motivation is essential for the students for them to be dedicated enough on their studies. Results also show that level of motivation is not correlated with the student's profile which includes gender, grade level, and family background. It can be inferred that there is no significant association of level of motivation between student's profile.

Index Terms- Education, Motivation, Poverty.

I. INTRODUCTION

Poverty is one of the major problems in the country. It is known for not being productive for society. It made the people struggle in acquiring their basic needs such as foods, shelter, and clothes. Poverty could also lead to regression that even how diligently one works, it still drag him/her down. Poverty is a national problem that until now is even getting worse. Instead of the eradication of poverty, it increases and becomes a major problem affecting the child holistically. The institute for Public Policy and Economic Development (The Institue, n.d) states that low social economic status (SES) has a huge impact on children. In addition, low parental income can have a large effect on the psychological state of their child that leads to issues their studies because lack of necessity tools for schooling and instead the child chooses to help their parents in providing their daily needs. While some who pursue their studies will later on surrender because they cannot focus and provide their educational needs anymore. By this, they miss to attain better opportunity in the work force because of poor educational background resulting to emotional and mental distress.

On one hand, education is so important for it is one of the keys to overcome poverty and will open many opportunities lending to success. Amzat (2010) says that education is a key index of development that improved productivity, health and reduces negative features of life such as child labor as well as bringing about empowerment. Students should strive hard to surpass poverty to become a successful one. To motivate students from parents and teachers to study hard and focus on their studies. By this, it can help the children who are the hope of the nation.

Eventually, this research focused on students' motivation on education despite poverty for education. It intends to assess categories in which students shall be more inclined into the kind of motivation.

II. IDENTIFY, RESEARCH AND COLLECT IDEA

Poverty has seen to affect the child negatively (Guo and Harris, 2000). Children's lower achievements are link with poverty (Wool, Fermanich and Reichard, 2015). Children in low-income families are tend to be at risk with poor development (Beardslee, Aber and Yoshikawa, 2014). They are left behind from their studies even before starting to school (Waldfogel, 2017). They tend to have lower chances to achieve greater academic opportunities (Duncan and Brooks-Gunn, 2017).

Due to lack of resources, they tend to struggle to achieve same level of accomplishment (Lacour and Tissington, 2011) and viewed as incompetent of academic and social success (Milner, Cunningham, Murray and Alvarez, 2017). Due to insufficient resources, poor students struggle to reach their desired goals and perform less unlike those who are rich. They do not learn the social skills and do not receive the interest that will activate theirselves for school preparatory (Ferguson, Bovaird, and Mueller, 2007). According to Campbell and Ramey (2013), the child must live in a better influence environment early in his/her life for him/her to prepare for academic success . Individuals who lived in poverty have a lesser chance to graduate from their studies (Rockinson-

Szapkiw, Spaulding, Swezey, and Wick, 2014). And it would be a long term damage on economic and employment if the children will not be given the best education (Gonzales, 2009).

Education is one of the ways to eradicate poverty. It is known to be an essential process of development (Aref, 2011). It is an important foundation of socio-economic development (Turkkahraman, 2012). It is believed that education helps the economy to improve and give the people the living that supports them (Stirling, 2013). It is the key to raise the poor from poverty by increasing the value and efficiency of the labor force (Ominiyi, 2013). It molds someone's lives positively (Amzat, 2010). It enhances the potential of every individual to earn money for them to overcome poverty (Njong, 2010).

For the children to continue their studies despite the situation they are experiencing, one must possess motivation. A higher level of motivation must be developed to reach one's goals (Mazumder, 2014). Motivation is defined as a physical and psychosocial need that will motivate individuals and give them the feeling of satisfaction if one's goals are accomplished (Jafari and Mahadi, 2012). Motivation activates the desire of a person to continuously make an effort to accomplish a task (Gbollie and Keamu, 2017). This is simply why people continue to endure their situation despite poverty hinders their way in reaching their dreams but still pursue and push what they want. They are still willing and determine enough to keep moving. According to Shaheen, Perveen, Nashaba and Malikz (2003), motivation serves as a tool for student's success.

Students motivation help them to attain good grades (Ullah, Sagheer, Sattar, and Khan, 2013). Motivation plays a big role for students in attaining academic success. In its absence, the student will never make an effort to learn. Student motivation refers in which students put a lot of effort in order to achieve a successful outcome Saeed and Zyngier, 2012). Intrinsically motivated students perform in class for their own (Amzal, Ali, Khan, and Hamid, 2010).

One of students' motivation is the effective teaching methods. According to Rehman and Haider (2005), effective teaching methods create motivation to the students . In the study of Mceown and Takeuchi (2016), students' motivation in terms of the teacher's strategy used showed a significant relationship. A specific strategy is important in teaching students for them to get motivated and active in class. Educators should not limit theirselves in terms of learning and teaching strategies (Jayanthi, Balakrishnan, Ching, Latiff and Nasirudeen, 2014). They can also give their students a positive feedback that can boost their self-confidence (Shousha, 2008). Strategies are necessary to ensure that they will sustain their learning throughout their life (Vibulphol, 2016).Parents can also minimized the negative effects of financial problem by providing the child's emotional stability so that they would still go after their dreams (Davis-Kean, 2005).

Thus, motivation is necessary to ensure the sustainability of the children's life. It serves as their stronghold that no matter how hard life can be, they are still persevering in order for them to attain a better life in the future. Similarly, the researchers intend to assess the level of motivation of students towards faith, family, economic status, friends, goals, and education.

III. FINDINGS

Table 1
Frequency of Respondents According to Gender

Gender	Frequency	%
Male	28	28%
Female	72	72%
Total	100	100%

N=100

The table above shows the frequency of respondents according to gender. There are 28 male respondents of 28% and 72 female respondents of 72%. With this, it can be inferred that most of the respondents are female.

Table 2
Frequency of Respondents According to Grade Level

Grade Level	Frequency	%
Grade 11	69	69%
Grade 12	31	31%
Total	100	100%

N=100

The table above shows the frequency of respondents according to grade level. There are 69 Grade 11 respondents of 69% and 31 Grade 12 respondents of 31%. This shows most of the respondents of this study were grade 11 Senior High School students.

Table 3
Frequency of Respondents According to Family Background

Family Background	Frequency	%
Single	30	30%

| Married | 70 | 70% |
| Total | 100 | 100% |

N=100

The table above shows the frequency of respondents according to family background. There are 30 of the respondents whose family background is single of 30% while 70 of the respondents' family background is married with 70%. This implies that mostly respondents' family background is married

Table 4
Level of Students Positivity of Poverty

Indicators	Weighted Mean	Interpretation
1. I am well focused on my studies despite the difficulties I've encounter.	3.97	Agree
2. I never let poverty hinder my studies.	4.04	Agree
3. I don't get distracted when I have financial problem.	3.42	Agree
4. I am working up to my full potential despite the hardship I am experiencing.	4.03	Agree
5. I put a lot of thoughts and efforts into my works eventhough poverty is lingering me.	3.98	Agree
6. I don't let my situation stressed me out.	3.71	Agree
7. I don't let other matters affect my studies.	3.73	Agree
8. I perform well in school eventhough I am lack of some materials needed.	3.75	Agree
9. I think on the brighter side of my situation.	3.83	Agree
10. I set poverty positively as my inspiration to success.	4.33	Strongly Agree
Overall Weighted Mean	3.87	Agree

Legend: Strongly Agree (4.21-5.00), Agree (3.41-4.20), Neutral (2.61-3.40), Disagree (1.81-2.60), Strongly Disagree (1-1.8)
N=100

The table above shows the weighted mean on how poverty affects the studies of the student regarding of their gender, grade level and family background. The statement "I set poverty positively as my inspiration to success" has the highest weighted mean of 4.43, interpreted as strongly agree. This implies that poverty strongly gives students inspiration on their studies towards their success. Meanwhile, the statement "I never let poverty hinder my studies" has the second highest weighted mean of 4.04 interpreted as agree. This means that poverty is not a hindrance to their studies. The third highest weighted mean is "I am working up to my full potential despite the hardship I am experiencing" of 4.03 interpreted as agree. This implies that despite how hard their experiences are, they still work up to their full potential. On the other hand, "I put a lot of thoughts and efforts into my works eventhough poverty is lingering me" has the fourth highest weighted mean of 3.98 interpreted as agree. This means that students put more efforts on what they did even they are struggling in life. The statement "I am well focused on my studies despite the difficulties I've encounter" has a weighted mean of 3.97 interpreted as agree. This indicates that the students do not let their situation affects their studies. The weighted mean of the statement "I think on the brighter side of my situation" is 3.83 interpreted as agree. This indicates that they set their situation positively and look for its brighter side. The statement "I perform well in school eventhough I am lack of some materials needed" has a mean of 3.75 interpreted as agree. On one hand, the statement "I don't let other matter affect my studies" has the mean of 3.73 interpreted as agree. The statement "I don't let my situation stressed me out" has the mean of 3.71 interpreted as agree. This means that they do not let poverty affect them on their studies. "I don't get distracted when I have financial problem" has the weighted mean of 3.42 interpreted as agree. This indicates that some of the students do not get distracted when they have a problem in financial matter. The overall weighted mean is 3.87 interpreted as agree signifies that poverty makes the students be optimistic and persevere in life. It implies that poverty shows significant association between students' education.

Table 5
LEVEL OF STUDENTS MOTIVATION IN TERMS OF FAITH

Indicators	Weighted Mean	Interpretation
1. Faith lifts up my confidence to face any challenges in life.	4.24	Strongly Agree

2. Faith serves as my foundation in life especially in overcoming problems in life.	4.31	Strongly Agree
3. Faith builds my determination that whatever my situation is now, I can conquer it.	4.24	Strongly Agree
4. Faith strengthen me in overcoming my problems in life.	4.29	Strongly Agree
5. Faith drives me on my firm belief that every hardship has an end.	4.29	Strongly Agree
Overall Weighted Mean	4.274	Strongly Agree

Legend: Strongly Agree (4.21-5.00), Agree (3.41-4.20), Neutral (2.61-3.40), Disagree (1.81-2.60), Strongly Disagree (1-1.8)
N=100

The table above shows the weighted mean of motivation by the faith. The statement "Faith serves as my foundation in life especially in overcoming problems" has the highest weighted mean of 4.31 interpreted as strongly agree. This implies that faith is a good foundation for students in life. The statements "Faith strengthen me in overcoming my problems in life" and "Faith drives me on my firm belief that every hardship has an end are the second highest weighted mean of 4.29 interpreted as strongly agree. These suggest that faith is one way of strengthening student and believes that every struggles will come to an end. Lastly, "Faith lifts me up my confidence to face any challenges in life" and "Faith builds my determination that whatever my situation is now, I can conquer it" are the lowest among them of 4.24 interpreted as strongly agree. These imply that faith gives the student the determination and the confidence to face and continue even how difficult life is. The overall weighted mean is 4.274 interpreted as strongly agree implies that faith has a strong association to the students' life.

Table 6
LEVEL OF STUDENTS MOTIVATION IN TERMS OF FAMILY

Indicators	Weighted Mean	Interpretation
1. My parents provide my foods, shelter, clothings, and education.	4.55	Strongly Agree
2. They serve as my inspiration that motivates me to pursue my dreams.	4.59	Strongly Agree
3. I consider my parents as one of my motivations because they give me moral, emotional, and financial support.	4.43	Strongly Agree
4. They help me grow as a better person.	4.48	Strongly Agree
5. My parents motivate me by giving inspirational advice that lifts myself.	4.25	Strongly Agree
Overall Weighted Mean	4.46	Strongly Agree

Legend: Strongly Agree (4.21-5.00), Agree (3.41-4.20), Neutral (2.61-3.40), Disagree (1.81-2.60), Strongly Disagree (1-1.8)
N=100

The weighted mean of the table above shown is the motivation by the family. The statement "They serve as my inspiration that motivates me to pursue my dreams" has the highest weighted mean of 4.59 interpreted as strongly agree. This implies that family is a strong motivation to the student's education for they are the one why students pursue their studies despite that they are struggling in life. The second highest weighted mean is "My parents provide my foods, shelter, clothings, and education" of 4.55 interpreted as strongly agree. This conveys that their parents give them their needs. Meanwhile, "They help me grow as a better person" has the weighted mean of 4.48 interpreted as strongly agree. On the other hand, the statement "I consider my parents as one of my motivations because they give me moral, emotional, and financial support" has 4.43 weighted mean interpreted as strongly agree. This means that moral, emotional, and financial supports of parents are highly needed for the students to boost their confidence and to persevere in their studies. The lowest weighted mean among them is the statement "My parents motivate me by giving inspirational advice that lifts myself" which has 4.25 interpreted as strongly agree. This indicates that parents' advice motivates the students and gives confidence. The overall weighted mean is 4.46 and interpreted as strongly agree implies that family has a very strong association to the students for them to pursue their ambitions in life.

Table 7
LEVEL OF STUDENTS MOTIVATION IN TERMS OF ECONOMIC STATUS

Indicators	Weighted Mean	Interpretation
1. My status motivates me to strive harder in life.	4.29	Strongly Agree
2. I didn't let my status define my personalities.	4.13	Strongly Agree

3. I didn't let my status hinder my dreams in life.	4.1	Strongly Agree
4. My status inspires me to work harder.	4.32	Strongly Agree
5. I consider my situation as my motivation.	4.3	Strongly Agree
Overall Weighted Mean	4.228	Strongly Agree

Legend: Strongly Agree (4.21-5.00), Agree (3.41-4.20), Neutral (2.61-3.40), Disagree (1.81-2.60), Strongly Disagree (1-1.8)
N=100

The table above shows the weighted mean of motivation by the economic status. The statement "My status inspires me to work harder" has the highest of 4.32 interpreted as strongly agree. The second highest weighted mean is the statement "I consider my situation as my motivation" of 4.3 interpreted as strongly agree. Meanwhile, "my status motivates me to strive harder" has the third highest weighted mean of 4.29 interpreted as strongly agree. On one hand, the statement "I didn't let my status define my personalities" has 4.13 weighted mean interpreted as strongly agree. Lastly, the statement "I didn't let my status hinder my dreams" has the weighted mean of 4.1 interpreted as strongly agree. These mean that the respondents perceive economic status as one of their motivation which inspires them to make their situation as their aspiration in life. This also indicates that economic status does not really influence their studies. The overall weighted mean is 4.228 interpreted as strongly agree indicates that economic status associates with the students' education that helps them to work harder and pursue their studies.

Table 8
LEVEL OF STUDENTS MOTIVATION IN TERMS OF GOALS

Indicators	Weighted Mean	Interpretation
1. My dreams in life help me to pursue no matter how hard life it can be.	4.65	Strongly Agree
2. I set goals in order to guide me and remind me to strive harder.	4.28	Strongly Agree
3. I strive harder to achieve my dreams in life to attain a better future.	4.45	Strongly Agree
4. I consider my dreams as a driving force to continue my studies despite the situation I am facing.	4.38	Strongly Agree
5. I condition myself to devote serious effort in order to achieve my goals.	4.25	Strongly Agree
Overall Weighted Mean	4.402	Strongly Agree

Legend: Strongly Agree (4.21-5.00), Agree (3.41-4.20), Neutral (2.61-3.40), Disagree (1.81-2.60), Strongly Disagree (1-1.8)
N=100

The table above shows the weighted mean of motivation by goals. The statement "My dreams in life help me to pursue no matter how hard life it can be" has the highest weighted mean of 4.65 interpreted as strongly agree. This suggests that goals influence students' perception towards life that no matter how difficult life is, these goals help them pursue what they wanted. The second highest weighted mean is "I strive harder to achieve my dreams in life to attain a better future" of 4.45 interpreted as strongly agree. It means that dreams make the students work harder to achieve their aims in life. The statement "I consider my dreams as a driving force to continue my studies despite the situation I am facing" has the weighted mean of 4.38 interpreted as strongly agree. This implies that mostly students consider their dreams that stimulate their desire to continue their studies regardless of the situation they are experiencing. While the statement "I set goals in order to guide me and remind me to strive harder" has the weighted mean of 4.28 interpreted as strongly agree. This implies that students imprint their goals on their minds in order for them to have a constant reminder not to surrender in any struggles in life. On the other hand, the statement "I condition myself to devote serious effort in order to achieve my goals" has the weighted mean of 4.25 interpreted as strongly agree. This means that students put a lot of effort in anything they do for them to attain their goals in life. The overall weighted mean is 4.402 interpreted as strongly agree signifies that goal associates to the studies of studentsand the reason why they continue to study harder.

Table 9
LEVEL OF STUDENTS MOTIVATION IN TERMS OF FRIENDS

Indicators	Weighted Mean	Interpretation
1. My friends cheer me up whenever I am down.	4.11	Agree
2. My friends lift up my self-esteem.	3.81	Strongly Agree
3. My friends help me to be a better person.	3.94	Agree
4. My friends comfort me everytime I have problems.	3.97	Agree

5. My friends serve as my stress reliever.	4.06	Agree
Overall Weighted Mean	3.987	Agree

Legend: Strongly Agree (4.21-5.00), Agree (3.41-4.20), Neutral (2.61-3.40), Disagree (1.81-2.60), Strongly Disagree (1-1.8)
N=100

The table above shows the weighted mean of motivation by the friends. The statement "My friends cheer me up whenever I am down" has the highest weighted mean of 4.11 interpreted as agree. This indicates that friends somehow boost one's confidence as well as they give positivity towards their other peers. The statement "My friends serve as my stress reliever" has the second highest weighted mean of 4.06 interpreted as agree. This implies that friends can also a good source in reducing one's stress. "My friends comfort me everytime I have problems" has the weighted mean of 3.97 interpreted as agree. Meanwhile, the statement "My friends help me to be a better person" has weighted mean of 3.94 interpreted as agree. This implies that friends also help in the respondents to become a better person. On the other hand, the statement "My friends lift my self-esteem" has the weighted mean of 3.81 interpreted as agree. This implies that friends boost one's self-esteem. The overall weighted mean is 3.987 interpreted as agree implies that friends somehow associate and contribute to the well-being of the students.

Table 10
LEVEL OF STUDENTS MOTIVATION IN TERMS OF EDUCATION

Indicators	Weighted Mean	Interpretation
1. I believe that education is the way for me to escape poverty.	4.53	Strongly Agree
2. Education disciplines me by teaching me how to be a responsible individual.	4.57	Strongly Agree
3. Education serves as my training ground towards success.	4.54	Strongly Agree
4. Education serves as the way that will give me better life in the future.	4.53	Strongly Agree
5. Education serves as my stepping-stone in life.	4.46	Strongly Agree
Overall Weighted Mean	4.53	Strongly Agree

Legend: Strongly Agree (4.21-5.00), Agree (3.41-4.20), Neutral (2.61-3.40), Disagree (1.81-2.60), Strongly Disagree (1-1.8)
N=100

The weighted mean of the table above shown is the motivation by education. The statement "Education disciplines me by teaching me how to be a responsible individual" has the highest weighted mean of 4.57 interpreted as strongly agree. This implies that education helps the student to be more disciplined in all they do. While the statement "Education serves as my training ground towards success" has the second highest weighted mean of 4.54 interpreted as strongly agree. It indicates that education serves as their way in order to achieve their ambition in life. The statements "I believe that education is the way for me to escape poverty" and "Education serves as the way that will give me a better life in the future" have the weighted mean of 4.53 interpreted as strongly agree. These statements simply mean that through education, students can acquire a better way of living. On the other hand, "Education serves as my stepping-stone in life" has the weighted mean of 4.46 interpreted as strongly agree. It indicates that education serves as a pathway that helps student attain their ambitions.

Table 11
PROFILE OF STUDENTS AND PERCEIVED POSITIVITY OVER POVERTY

Positivity over Poverty	X^2	$X^2_{(2.05)}$	Decision	Interpretation
Gender	0.44	5.99	Failed to reject	not significant
Grade Level	2.884	5.99	Failed to reject	not significant
Family Background	2.075	5.99	Failed to reject	not significant

N=100

The table above shows the value of computed chi-square of poverty X^2 (0.44) in terms of gender, X^2(2.884) in terms of grade level, X^2(2.075) in terms of family background are less than the computed critical value of 5.99 significant 0.05 which fails to reject the null hypothesis— hence, it is not significant. This implies that poverty in terms of gender, grade level, and family background had nothing to do with their studies. There are still factors that should be consider on academic achievement. According to Ferguson, Bovaird, and Mueller (2007), there are six factors that impact child's development. These are the incidence of poverty, the timing of poverty, community characteristics, and the impact poverty has on the child. In the study of Milner, Cunningham, Murray, and Alvarez (2017) said that student success must also focus and understand the outside-of-school-factors that shape student's learning.

Table 12
PROFILE OF STUDENTS IN TERMS OF MOTIVATION BY THE FAMILY

Family	X^2	$X^2_{(2.05)}$	Decision	Interpretation

Gender	0.228	5.99	Failed to reject	not significant
Grade Level	2.264	5.99	Failed to reject	not significant
Family Background	0.835	5.99	Failed to reject	not significant

N=100

The table above shows the value of computed chi-square of family X^2(0.228) in terms of gender, X^2(2.264) for grade level and X^2(0.835) in family background are less than the computed critical value of 5.99 significant 0.05 which fails to reject the null hypothesis—thus, it is not significant. This implies that gender, grade level and family background had nothing to do with students' motivation which is family. Parents can also help in eradicating the negative effect of financial problem by providing their emotional aspect (Davis-Kean, 2005).

Table 13
PROFILE OF STUDENTS IN TERMS OF MOTIVATION BY THE FAMILY

Faith	X^2	$X^2_{(2.05)}$	Decision	Interpretation
Gender	1.068	5.99	Failed to reject	not significant
Grade Level	1.982	5.99	Failed to reject	not significant
Family Background	2.467	5.99	Failed to reject	not significant

N=100

The value of computed chi-square of faith X^2 (1.068) in terms of gender, X^2 (1.982) for grade level, and X^2 (2.467) in terms of family background are less than the computed critical value of 5.99 significant 0.05which fails to reject the null hypothesis—thus, it is not significant. This implies that gender, grade level, and family background do not influence the students' motivation in education in terms of faith. According to Rockinson-Szapkiw, Spaulding, Swezey, and Wicks (2014), faith is responsible for where the students are today.

Table 14
PROFILE OF STUDENTS IN TERMS OF MOTIVATION BY THE ECONOMIC STATUS

Economic Status	X^2	$X^2_{(2.05)}$	Decision	Interpretation
Gender	2.336	5.99	Failed to reject	not significant
Grade Level	1.349	5.99	Failed to reject	not significant
Family Background	0.935	5.99	Failed to reject	not significant

N=100

The value of computed chi-square of economic status X^2 (2.336) in terms of gender, X^2 (0.935) in terms of family background are less than the computed critical value of 5.99= significant 0.05)which fails to reject the null hypothesis—thus, it is not significant. This implies that gender, grade level, and family background do not influence the students' motivation in education in terms of economic status.

Table 15
PROFILE OF STUDENTS IN TERMS OF MOTIVATION BY GOALS

Goals	X^2	$X^2_{(2.05)}$	Decision	Interpretation
Gender	0.129	5.99	Failed to reject	not significant
Grade Level	0.41	5.99	Failed to reject	not significant
Family Background	0.444	5.99	Failed to reject	not significant

N=100

The table above shows the value of computed chi-square of goals X^2 (0.129) in terms of gender, X^2 (0.41) in terms of grade level, and X^2 (0.444) in terms of family background are less than the computed critical value of 5.99 significant 0.05 which fails to reject the null hypothesis. Thus, it is not significant. This implies that gender, grade level, and family background had nothing to do with the students' motivation which is goals.

Table 16
PROFILE OF STUDENTS IN TERMS OF MOTIVATION BY THE FRIENDS

Friends	X^2	$X^2_{(2.05)}$	Decision	Interpretation
Gender	0.423	5.99	Failed to reject	Not significant
Grade Level	1.996	5.99	Failed to reject	Not significant
Family Background	5.294	5.99	Failed to reject	Not significant

N=100

The value of computed chi-square of friends X²(0.423) in terms of gender, X²(1.996) in terms of grade level, and X²(5.294) in terms of family background are less than the computed critical value of 5.99 at significant 0.05 which fails to reject the null hypothesis. Thus, it is not significant. This implies that gender, grade level, and family background had nothing to do with the students' motivation which is friends. According to Campbell and Ramey (2013), the child must live in a better influence environment early in his/her life for him/her to prepare for academic success.

Table 17
PROFILE OF STUDENTS IN TERMS OF MOTIVATIONS BY EDUCATION

Education	X²	X²$_{(2.05)}$	Decision	Interpretation
Gender	0.108	5.99	Failed to reject	Not significant
Grade Level	4.937	5.99	Failed to reject	Not significant
Family Background	0.007	5.99	Failed to reject	Not significant

N=100

In terms of education, the computed value of chi-square X²(0.108) in terms of gender, X²(4.937) in terms of grade level, and X²(0.007) in terms of family background are less than the computed critical value of 5.99 at .05 significant which fails to reject the null hypothesis. Thus, it is not significant. This implies that gender, grade level, and family background with the students' motivation which is education. Education is a good source of foundation that nurture the economy (Omoniyi, 2013). If the children will not be given the best education, the damage on economic and employment would be a long term (Gonzales, 2009).

III. CONCLUSION

Senior high school students have encountered different struggles of having lack of materials needed in school. In order for them to pursue their studies, they must possess motivation. In this study, it assessed the different level of motivation of senior high school students in accordance to gender, grade level, and family background. Based on the results, though the different motivations showed a high level of persistent of the students towards their studies, it was found to be not significant in terms of one's gender, grade level, and family background. Meanwhile, in terms of poverty, it showed that it has no significant association found in accordance to students' profile in terms of gender, grade level, and family background. Generally, students profile does not associate with the levels of students' motivations and as well as poverty. It inferred that whatever your gender, grade level, and family background are, it does not affect the level of motivation and one's positivity towards his/her education.

APPENDIX

RESEARCH INSTRUMENT
Motivation in Education of Students in the Poverty Level
Personal Information
Name: Grade Level:
Gender: Family Background:

Direction: Please answer the following items with all honesty. The information that will be gathered by the researchers shall be held with utmost confidentiality.

5-STRONGLY AGREE   4- AGREE   3-NEUTRAL   2-DISAGREE   1-STRONGLY DISAGREE

Poverty	5	4	3	2	1
1. I am well focused on my studies despite the difficulties I've encounter.					
2. I never let poverty hinder my studies.					
3. I don't get distracted when I have financial problem.					
4. I am working up to my full potential despite the hardship I am experiencing.					
5. I put a lot of thoughts and efforts into my works eventhough poverty is lingering me.					
6. I don't let my situation stressed me out.					
7. I don't let other matters affect my studies.					
8. I perform well in school eventhough I am lack of some materials needed.					
9. I think on the brighter side of my situation.					
10. I set poverty positively as my inspiration to success.					

Faith	5	4	3	2	1
1. Faith lifts up my confidence to face any challenges in life.					
2. Faith serves as my foundation in life especially in overcoming problems in life.					
3. Faith builds my determination that whatever my situation is now, I can conquer it.					
4. Faith strengthen me in overcoming my problems in life.					
5. Faith drives me on my firm belief that every hardship has an end.					

Family	5	4	3	2	1
1. My parents provide my foods, shelter, clothings and education.					
2. They serve as my inspiration that motivates me to pursue my dreams.					
3. I consider my parents as one of my motivations because they give me moral, emotional, and financial support.					
4. They help me grow as a better person.					
5. My parents motivate me by giving inspirational advice that lifts myself.					
Economic Status	5	4	3	2	1
1. My status motivates me to strive harder in life.					
2. I didn't let my status define my personalities.					
3. I didn't let my status hinder my dreams in life.					
4. My status inspires me to work harder.					
5. I consider my situation as my motivation.					

Goals	5	4	3	2	1
1. My dreams in life help me to pursue no matter how hard life it can be.					
2. I set goals in order to guide me and remind me to strive harder.					
3. I strive harder to achieve my dreams in life to attain a better future.					
4. I consider my dreams as a driving force to continue my studies despite the situation I am facing.					
5. I condition myself to devote serious effort in order to achieve my goals.					

Friends	5	4	3	2	1
1. My friends cheer me up whenever I am down.					
2. My friends lift up my self-esteem.					
3. My friends help me to be a better person.					
4. My friends comfort me everytime I have problems.					
5. My friends serve as my stress reliever.					

Education	5	4	3	2	1
1. I believe that education is the way for me to escape poverty.					
2. Education disciplines me by teaching me how to be a responsible individual.					
3. Education serves as my training ground towards success.					
4. Education serves as the way that will give me better life in the future.					
5. Education serves as my stepping-stone in life.					

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