



INFLUENCING THE YOUTH: SENIOR HIGH SCHOOL STUDENT'S LEVEL OF MOTIVATION AND THEIR WILLINGNESS TO PARTICIPATE IN THEIR FAMILY BUSINESS

Mimi C. Wang, Kathleen C. Hong, Hugh Leighton C. Tiu

*Senior High School Department, Chiang Kai Shek College, Narra Campus,
Tondo, City of Manila, Philippines*

ABSTRACT

Family businesses play a role in economic growth, yet the willingness of the younger generations to participate in them remains uncertain, and little is known about the factors that influence their motivation and decision to participate. This study examines the influence of senior high school students' level of motivation on their willingness to participate in their family business, specifically on how intrinsic and extrinsic factors affect student motivation. Using a quantitative descriptive-correlational design, 106 out of 276 senior high school students at a private Chinese school in Manila, Philippines were selected through an online Google Forms survey and purposive sampling technique. The data were analyzed using descriptive statistics and the Pearson Correlation Coefficient to determine the relationship between variables. The findings revealed that students generally exhibit moderate to high levels of motivation, influenced by factors, including personal interest, skills, cultural expectations, parental pressure, financial responsibility, family recognition, attitude, subjective norms, and perceived behavioral control. The overall correlation between senior high school students' level of motivation and their willingness to participate in their family business was significant and high ($r = 0.827$, $p < 0.001$), suggesting that a senior high school student's overall level of motivation increases the likelihood of participation. These findings highlight that higher levels of motivation may lead to greater willingness among students to participate in their family businesses. Educators, families, and institutions are recommended to implement initiatives that encourage and motivate students to become innovative entrepreneurs while emphasizing the importance of fostering motivation.

Keywords: *level of motivation, intrinsic factors, extrinsic factors, willingness to participate, family business, Self-Determination Theory (SDT), Theory of Planned Behavior (TPB)*

INTRODUCTION

Family business is a common form of commercial organization managed and operated by same family members connected through kinship, marriage, or adoption. As discussed by Pagatpat and Polinar (2025), family businesses in the Philippines are often characterized by strong commitment, shared family values, and a long-term vision of preserving and passing the business across generations. This practice is especially common among Filipino-Chinese families, where businesses such as convenience stores, restaurants, or private companies rely heavily on the cooperation of family members.

In the Philippines, senior high schools have an education system that categorizes students by strand, typically ABM, STEM, and HUMSS. This helps students know which major they want to pursue in college. Nazareno et al. (2021) discovered that in reality, many students consider their family businesses when choosing a high school strand. For example, some students choose the ABM strand because they believe it will help them take over or help run their family business in the future.

However, not all students choose to participate in family businesses out of personal interest. According to Birgach (2025), some are influenced by parental expectations or external pressures such as family responsibilities and financial considerations. This creates a situation where students' decisions may not fully reflect their personal goals. Despite the prevalence of family businesses, there remains a lack of clear understanding of what truly motivates senior high school students and how these motivations influence their willingness to participate.

A website published by SM Supermalls (2024) discusses how the Sy family, founders of SM in the Philippines, shared succession lessons based on the experiences of Henry Sy Sr. Hans Sy explained that their guiding principle, "we are never forced, but we have no choice," reflects a form of psychological constraint where participation in the family business appears voluntary but is shaped by family culture and obligation. Early involvement, such as beginning work at age 13 by performing basic operational tasks, illustrates how exposure is used to instill appreciation for the business, yet simultaneously embeds expectations for future contribution. Similarly, Chico Sy stated that being sent abroad for education was framed as an "experiment," and his performance would determine whether other grandchildren could study overseas, demonstrating how individual decisions become tied to family pressure and broader expectations.

A report from Sixth Tone (2024) presents the case of Mao Lu from Jiangsu, China, who did not initially intend to join her family business. Despite building a career in Shanghai's advertising industry, she returned to help address declining sales and increased e-

commerce competition. Although her expertise in branding and online marketing allowed her to revitalize the business by improving packaging, upgrading the online store, and creating social media engagement, Mao continuously faced pressure from her father's expectations and traditional views on product design. Her limited personal space and lack of social connections in Nantong further emphasize the emotional and psychological demands placed on successors, showing how willingness to participate is shaped by both opportunity and sustained familial pressure.

Historical and contemporary literature also highlight the long-standing role of family expectations in succession. Family charters, like the Mitsui family's charter in Japan created more than 300 years ago to demonstrate that written agreements to preserve values, guide successors, and manage conflict are not modern developments (Spencer, 2025). Current data shows that only 30% of family businesses are inherited by the second generation and 13% by the third generation, illustrating the ongoing relevance of issues such as succession planning, family conflict, and value preservation. As noted by experts such as Alessandro Anastasio, effective succession requires processes that merge tradition with self-knowledge rather than purely transactional transitions, reinforcing the influence of family-imposed expectations on the willingness of heirs to participate.

With these predicaments, the present study determined the motivation of senior high school students to participate in their family businesses. It aimed to find factors that influence their willingness, including intrinsic factors such as personal interest and skills, and extrinsic factors such as cultural expectations, parental pressure, financial responsibility, and family recognition. Furthermore, the study assessed students' willingness to participate based on the Theory of Planned Behavior, specifically in terms of attitude, subjective norms, and perceived behavioral control.

Additionally, the research examined the relationship between students' motivation and their willingness to engage in family businesses. By identifying which factors most strongly influence participation, the study may provide a clearer understanding of what drives students to become involved, whether through personal interest, skills, cultural expectations, parental influence, financial responsibility, or family recognition. The findings may offer valuable insights for families and educators in supporting students' decision-making and ensuring that their involvement in family businesses is both meaningful and sustainable.

This research is significant as it highlights the realities faced by senior high school students in balancing personal aspirations and family expectations. By identifying the factors that influence participation, the findings may help families create a more supportive environment and assist schools in developing programs that better address students' needs. Ultimately, the study contributes to a deeper knowledge of how motivation shapes students' willingness to engage in family businesses and provides practical insights for fostering meaningful and sustainable involvement.

Review of Related Literature and Studies

Self-Determination Theory

Weir discusses the Self-Determination Theory (SDT), developed by Edward L. Deci and Richard M. Ryan in 1985 and later expanded in their influential paper, "*Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being*." SDT emphasizes that human motivation is shaped by both intrinsic and extrinsic influences. According to Ryan and Deci, when individuals' psychological needs for autonomy, competence, and relatedness are satisfied, intrinsic motivation is strengthened, whereas external pressure and rigid controls can undermine it. Applied to senior high school students and their involvement in family businesses, SDT provides a lens to interpret whether students' engagement stems from personal passion and skill development or whether it arises due to cultural and parental expectations. Since this research seeks to distinguish between motivating and demotivating factors, SDT offers a strong foundation for analyzing how genuine self-motivation interacts with external influences in the Filipino-Chinese family context.

Theory of Planned Behavior

Hagger and Hamilton discuss the Theory of Planned Behavior (TPB), developed by Icek Ajzen in 1985 as an extension of the Theory of Reasoned Action. TPB highlights that an individual's behavior is shaped by intentions, which are in turn influenced by three factors: attitudes toward the behavior, subjective norms, and perceived behavioral control. Ajzen's contribution lies in recognizing that individuals often face external constraints and may not have full volitional control, even if their intentions are strong. Applied to the context of senior high school students, TPB helps explain how students' personal attitudes toward entrepreneurship, family expectations, and their confidence in balancing school and business responsibilities affect their decisions to participate.

Together, Self-Determination Theory and Theory of Planned Behavior complement one another. Self-Determination Theory clarifies the type and quality of motivation, whether intrinsic or extrinsic, while Theory of Planned Behavior explains how these motivations are translated into intentions and behavior. This integration provides a more comprehensive understanding of the motivational dynamics influencing Filipino-Chinese senior high school students in family businesses, situating their decisions within both psychological needs and social expectations.

Level of Motivation

The level of motivation among senior high school students plays an important role in their involvement in family businesses. Motivation is influenced by various intrinsic and extrinsic factors, including personal interest, skills, parental pressure, financial responsibility, family recognition, and cultural expectations. By examining these factors, this study aims to determine which factors have the greatest impact on students' motivation levels, and thus influencing their willingness to participate in family businesses.

Dawson (2025) explains that the level of motivation is influenced by the fulfillment of three psychological needs : autonomy, competence, and relatedness. When these needs are satisfied, individuals tend to exhibit higher levels of motivation, leading to better performance, stronger engagement, and a greater sense of well-being, as their actions align with their personal goals. Conversely, when these needs are not met, motivation decreases, resulting in lower engagement and participation. This is relevant to the present study, as students who feel capable (competence), connected to their family (relatedness), and free to make their own choices (autonomy) are more likely to develop a higher level of motivation to participate in their family business.

Intrinsic Factors of Self-Determination Theory

Personal Interest. A study titled “Successors’ Future Training in Family Farms: The Impact of Intrinsic and Extrinsic Factors” by Plana-Farran et al. (2022), found that both intrinsic and extrinsic factors were found to influence potential successors’ willingness to pursue training in family farms. Intrinsic factors, such as personal interest and the desire to expand the business, motivated successors to seek new knowledge essential for the farm’s growth. Meanwhile, successors were also encouraged to continue training when they had confidence in the farm’s viability and recognition as successors, which reinforced their commitment to skill development and lifelong learning, showing that extrinsic factors also play a role. These findings are relevant to our study, as they demonstrate how intrinsic motivation, such as personal interest and skill development, interacts with extrinsic influences, like family recognition and structured roles, to shape a student’s willingness to participate in a family business.

Skills. Lofranco (2024) emphasized that careful succession planning is essential for the long term sustainability in the Philippines. Early preparation adds peace of mind by reducing risks and preserving family wealth. Open discussions about succession clarify expectations and identify suitable successors based on skills and values, allowing the younger generation to gain knowledge and experience. A well-constructed plan involves accountability, decision-making, and responsibility. Lastly, the next generation’s motivation influences their willingness to participate in the succession process, which ties to our research as it explores students’ willingness to participate in their family business and prepare for future leadership.

Cultural Expectations. A website written by Cruz (2024) stated that businesses owned by Chinese Filipinos are typically controlled by a patriarch, matriarch or family member within the business. Cruz also noted that family businesses among Chinese Filipinos are not just a financial support, but also a connection to their past, a way to show respect for what the family has created while still being prosperous in the hands of the descendants. Showing family pride in Filipino-Chinese culture is also as important as economic success and prosperity. This falls under the factor of cultural expectation in the research as it emphasizes lineage, respect for elders, and continuity across generations, shaping our responsibilities passed down from family within the family business.

Parental Pressure. Collado et al. (2023) found that family expectations significantly influence students' career choices. In an interview with 32 honor students from Notre Dame of Midsayap College, Philippines, it was revealed that they felt substantial pressure from parents. While such expectations may motivate, they may also hinder academic performance, with higher parental expectations linked to lower achievement. This illustrates how parental expectations can impact decision-making and may pressure students to prioritize family duties over personal interests, affecting their willingness to participate in family business.

Financial Responsibility. An advocacy article by the ShoeboxCampaign (TeamAsia, 2024) emphasizes how financial instability in the Philippines causes many students to become working students, balancing employment with schooling to support their personal and family needs. This reality connects to our study as it underscores the broader economic pressures and financial responsibilities that influence students' decisions to engage in family businesses. For Filipino-Chinese senior high school students, financial challenges may act as a motivator and a constraint, encouraging them to participate to support the family business, while also burdening them with responsibilities that may clash with academic obligations. By situating our research within this context, the article provides insights into how financial responsibility and issues shape the motivations and levels of willingness to participate in a student's family business.

Family Recognition. The study by Chauhan et al. (2024) investigates how motivational factors and family support influence sustainable entrepreneurial intentions among university students. The findings indicate that both motivational factors and family support significantly affect entrepreneurial intentions, with family support serving as a mediator between motivation and entrepreneurial intentions. This highlights the critical role of family dynamics in shaping students' entrepreneurial aspirations. In the context of Filipino-Chinese senior high school students, this study is particularly relevant, as it demonstrates how family support can either encourage or hinder students' willingness to engage in family businesses. The interaction between intrinsic motivations, such as personal interest and passion, and extrinsic factors, including family expectations and support structures, is essential for understanding students' entrepreneurial intentions. Therefore, the research provides valuable insights into how family support influences students' decisions to participate in family businesses, aligning directly with the objectives of this study.

Willingness to Participate in Family Business.

Clinton et al. (2024) found that the next generation's decision to participate in the family business is influenced by family expectations, perceived stability, cultural values, and alignment with personal interests. Their willingness tends to increase when they gain experience through mentorship and active involvement in the business. However, some may hesitate due to a desire for independence or the pursuit of alternative career paths. The study suggests that willingness is shaped by the balance between personal goals and family expectations, supported by structured succession planning. This aligns with

the present research, as it demonstrates how both internal preferences and external influences affect students' willingness to engage in family businesses.

Factors of Theory of Planned Behavior

Attitude. According to Broons (2024), every family business wants to create a lasting legacy to preserve the blood and sweat invested by its founders. Family businesses stem from a deep passion and purpose, along with long-term vision, values, and the interests of both the business and the family. The autonomy to make decisions based on their own family values allows successors to maintain control and guide the company in ways that align with their objectives and desires. At the same time, balancing past traditions with innovation reflects how students' positive attitude toward participation can coexist with respecting family expectations. This aligns with the attitude factor of theory of planned behavior, as intrinsic motivators like passion, connection, and purpose shape students' willingness to participate meaningfully in family businesses.

Subjective Norms. According to Quinco's (2024) study, A Case Study of Family Firms Coping with Generational Transition, social and family factors strongly influence business management, decision-making processes, and the intergenerational succession of family businesses. The author explored extrinsic factors that may discourage younger generations from participating in family businesses, such as differing career aspirations, a lack of exposure to the business world, or a perceived lack of room for personal growth within the family business. The study also noted a clear division of labor within the family, with the father as the primary decision-maker and the mother assisting in business operations. As a Filipino-Chinese family, they were influenced by traditional beliefs that the family business should be inherited by sons rather than daughters. The study emphasized the importance of inclusive decision-making, clear division of family roles, and cultural context (such as family loyalty and collective values) in maintaining business stability and promoting intergenerational succession. This reflects a broader pattern in Filipino-Chinese communities, where cultural loyalty and collective values often shape students' decisions, either motivating them to join family firms or discouraging them when opportunities for personal growth appear limited.

Perceived Behavioral Control. Building on this, Gaddi et al. (2024), conducted a study on how factors influence the entrepreneurial intention of senior high school students, considering perceived desirability, feasibility and propensity to act. In perceived desirability, they found out that on average, the students' intentions of starting a business are influenced by their interests. Also the desire to set up a business is primarily driven by financial capital, with the highest percentage of respondents believing they enter the business if both capital and opportunities are present. For feasibility, students generally agreed that starting a business is feasible because of their capabilities and resources, especially with the support of mentors and role models. However, the lack of access to resources like capital shows the need for a stronger support system and entrepreneurship training to help them when facing challenges. Regarding propensity to act, the students agreed that their entrepreneurial aspirations are influenced by eagerness, noting that a strong propensity to act is important for pursuing business goals in the face of uncertainty.

However, their perceived chances of starting a business are still modest, indicating that they still need to boost their confidence in turning their intentions into action, despite perseverance and dedication. This study relates to our own research as it shows how the factors like perceived desirability, feasibility, and propensity to act can significantly influence the students' motivation to participate in their family business when they believe they have the resources and capabilities and are also motivated to take action despite challenges.

Conceptual Framework

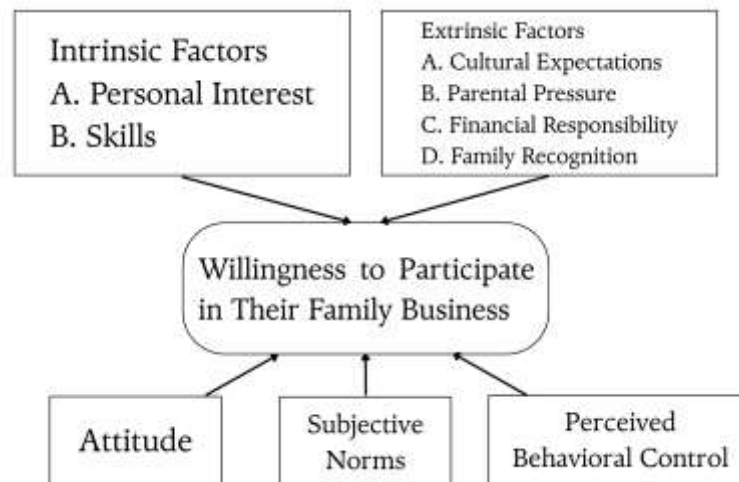


Figure 1
Conceptual Framework of the Study

The conceptual framework illustrates the factors under Self-Determination Theory, intrinsic and extrinsic factors, and factors under Theory of Planned Behavior, which include attitude, subjective norms, and perceived behavioral control and how they influence the willingness of Filipino-Chinese senior high school students to participate in their family business. Under intrinsic factors, we have personal interest and skills, while under extrinsic factors we have cultural expectations, parental pressure, financial responsibility, and family recognition. Guided by Self-Determination Theory, intrinsic factors refer to internal motivations that arise from interest and competence, while extrinsic factors refer to motivation from external influences and social pressures that may influence students' decisions.

These motivational factors are proposed to influence students' attitudes towards participating, the subjective norms from other people, and their perceived behavioral control to successfully contribute to the business. Guided by the Theory of Planned Behavior, attitude, subjective norms, and perceived behavioral control are assumed to directly influence the intention of students. In this study, behavioral intention is

represented by the students' willingness to participate in their family business. Thus, this framework suggests that the level and type of motivation experienced by Filipino-Chinese senior high school students significantly influence their willingness to participate in their family business.

Research Questions

1. What is the level of student motivation in terms of intrinsic and extrinsic motivation?
 - 1.1 Intrinsic Factors
 - 1.1.1 Personal Interest
 - 1.1.2 Skills
 - 1.2 Extrinsic Factors
 - 1.2.1 Cultural Expectations
 - 1.2.2 Parental Pressure
 - 1.2.3 Financial Responsibility
 - 1.2.4 Family Recognition
2. What is the level of students' willingness to participate in family business in terms of :
 - 2.1 Attitude
 - 2.2 Subjective norms; and
 - 2.3 Perceived behavioral control?
3. What type of motivation strongly influences students to participate in family business?
 - 3.1 Intrinsic Factors
 - 3.1.1 Personal Interest
 - 3.1.2 Skills
 - 3.2 Extrinsic Factors
 - 3.2.1 Cultural Expectations
 - 3.2.2 Parental Pressure
 - 3.2.3 Financial Responsibility
 - 3.2.4 Family Recognition
4. Overall, is there a significant relationship between students' motivation and their willingness to participate in family business?
5. Based on the findings of the study, what recommendations can be given to senior high school students in relation to family business involvement?

METHODOLOGY

The research aimed to examine how the level of motivation among senior high school students influenced their willingness to participate in their family business. To obtain most accurate and objective data, the study used the quantitative research method to analyze the impact of varying levels of motivation on the students' willingness to participate in the family business. This approach ensured that the findings of the study were both objective and accurate.

The quantitative method utilized numerical and statistical data through data collection techniques like surveys (Bhandari, 2023). The data collected were then assessed and interpreted to provide a proper and in-depth understanding of the results. The majority of the literature and studies found in the Review of Related Literature followed and supported the use of quantitative methods, showing their effectiveness in assessing and analyzing the variables related to students' willingness to participate in family businesses. For instance, previous studies by Collado et al. (2023), Gaddi et al. (2024), and Plana-Farran et al. (2023) all employed quantitative approaches such as surveys and statistical analysis to examine students' motivations, entrepreneurial intentions, and family influences on business participation. Using the quantitative method to gather data ensured objectivity, accuracy, and credibility in the findings.

Moreover, since the research focused on assessing how factors influenced the willingness of students to participate in family business, the research design that aligned and worked best with the study is the cross-sectional descriptive-correlational quantitative research design. Specifically, the study utilized this design to collect data from a specific population at a single point in time, providing an overview of their characteristics, perceptions, and motivations without manipulating any variables. According to McCombes (2023), descriptive research is most suitable when the goal is to assess and describe a population's behaviors, patterns, and perspectives objectively. Additionally, the correlational component enabled the researchers to determine whether significant relationships exist between motivational factors (intrinsic and extrinsic) and the students' willingness to participate in their family business.

There were multiple studies in the Related Literature Review containing a descriptive–correlational design to present and analyze characteristics, perceptions, and experiences of the respondents without altering any variables. For instance, the study by Gaddi et al. (2024) applied a descriptive approach to determine how perceived desirability, feasibility, and propensity influence the entrepreneurial intentions of students, providing a clear picture of their motivations for participating in family business. Similarly, Collado et al. (2023) used a descriptive–correlational design by interviewing honor students to examine the relationship between parental expectations and academic pressure, highlighting how family factors can influence students' decision-making. Another study by Plana-Farran (2023) surveyed high school students to describe how intrinsic and extrinsic motivators affect their career decisions. Conceptual and narrative articles such as those published by Cherry (2024), Mie's Journal (2024), and Subido and Lopez (2021) followed a similar approach, indicating how external pressures, rewards, and family dynamics relate to motivations in family business. Lastly, using a descriptive–correlational research design for the current research topic allows the researchers to better understand both the characteristics of and relationships among the factors influencing Filipino-Chinese senior high school students' willingness to participate in their family business.

Participants and Sampling Design

The respondents of this research were Filipino-Chinese senior high school students from a private Chinese school. The study focused on students from various academic strands such as ABM, STEM, STEM-IT, HUMMS and Arts and Design. The inclusion criteria for the respondents were students who were currently enrolled in the school and belonged to families that had their own businesses. The exclusion criteria included students who did not have any family business background. These students were considered suitable participants for this research because they could provide insights, experiences, and perspectives related to their motivation and willingness to participate in their family businesses. Since owning and managing a family business is common in the Philippines, particularly among the Filipino-Chinese community, they represented a relevant and appropriate population for this study.

The sampling technique used was a non-probability sampling method known as judgmental or purposive sampling. This approach was appropriate because the study aimed to gather data exclusively from students who met the criteria, specifically those who had a family business background, ensuring that the findings are relevant to the study's objectives. As explained by Etikan et al. (2015), judgmental or purposive sampling is often used when researchers intentionally select participants who possess the characteristics that are related to the research purpose. Probability sampling methods were not used since not all students in the school have family businesses, making random selection impractical.

Since the sampling technique for this study was purposive sampling, the researchers selected only students who met the established criteria of having a family business background. This ensured that all respondents possessed the specific characteristics necessary to provide meaningful and accurate data for the investigation. By focusing solely on qualified participants, the sampling process strengthened the relevance of the findings and supported the study's aim of assessing motivational factors among students who were directly exposed to family business environments.

The overall population of senior high students in grades 11 and 12 at the private Chinese school is 276, with 137 and 139 respectively. The study invited all grade 11 and grade 12 students to participate in the survey. The questionnaire included a screening item to identify whether the students had a family business. Only responses from students who met the inclusion criteria were included in the data analysis. This approach ensured the relevance and appropriateness of respondents to the research objectives.

Setting of the Study

This study was conducted in 2025 at a private Chinese school in Manila, Philippines. The research participants were senior high school students in grades 11 and 12 with family business backgrounds. The location was chosen because it facilitates effective communication and coordination between the researchers and respondents, ensuring smooth and accurate data collection.

Furthermore, the private Chinese school was chosen as it is the campus with senior high school students, and a large student population, particularly in the ABM strand. According to Tan (2025) research, he surveyed 90 Filipino-Chinese students from various Chinese-Filipino private schools who also owned family businesses. Meanwhile, Arciga and Campaner (2022) reported that 55% of the respondents' family businesses had been run by two generations involved in the business and a local business existed for as long as 41 years with four generations of family members involved. These findings suggested that entrepreneurship and family business management are common characteristics within the Filipino-Chinese community. Therefore, the campus provided an ideal environment for the research objectives and for easier access to the target respondents.

Research Instrument

The primary research instrument for this study was a researcher-made structured questionnaire designed to assess the intrinsic and extrinsic motivational factors influencing senior high school students' level of motivation and willingness to participate in their family business. Before its official distribution, the instrument underwent content validation by three (3) field experts specializing in business, education, and research methodology. These experts evaluated the clarity, relevance, and appropriateness of each item using a standard validation rubric. Revisions were made based on their feedback to ensure that the instrument met the required standards of quality and accuracy.

The questionnaire consisted of three major parts. Part I contained the demographic profile of the respondents, such as grade level, academic strand, age, and whether they had a family business. Part II measured the level of students' motivation in participating in their family businesses. This section assessed intrinsic factors (e.g., Personal Interest, and Skills) and extrinsic motivation (e.g., Cultural Expectations, Parental Pressure, Financial Responsibility, and Family Recognition). Part III examined the students' willingness to participate in their family business, specifically in terms of attitude, subjective norms, and perceived behavioral control.

Parts V and VI were composed of statement items rated using a five-point Likert scale to eliminate neutral responses and encourage clearer distinctions in respondent attitudes. The scale is as follows: 1 – Strongly Disagree, 2 – Disagree, 3 – Undecided, 4 – Agree, 5 – Strongly Agree. This scaling approach allowed for consistent interpretation and effective statistical comparison across variables.

Since the questionnaire was newly developed for this study, a pilot test was conducted to determine its reliability. The responses from the pilot test were used to compute the Cronbach's alpha coefficient for each of the three main constructs (intrinsic factors, extrinsic factors, and students' willingness to participate in their family business). A Cronbach's alpha value between 0.70 and 0.99 is considered acceptable. The data set used for calculating Cronbach's alpha, along with the computation outputs, is included in the appendices of this paper.

Content Validity

The questionnaire used in this study was validated by three experts. These experts reviewed the instrument to ensure its alignment and accuracy in determining the influence of a senior high school students' level of motivation and its significance on their willingness to participate in their family business. Each validator examined the questionnaire based on its alignment with the research objectives, the relevance of the questions, and the overall format of the instrument. Their suggestions and comments were used to further improve the research instrument. All validators signed the validation certificates as documentation of the process of the study.

Test of Reliability

The questionnaire was tested for reliability using Cronbach's alpha and obtained an overall score of 0.954, which is interpreted as satisfactory since it falls within the acceptable range for Cronbach's alpha of 0.70 to 0.99. This result indicated that the items in the instrument consistently measure the level of motivation and its influence on willingness for senior high school students to participate in their family business.

The factors under Self-Determination Theory included intrinsic and extrinsic factors. Intrinsic factors' subfactors included personal interest and skills, which obtained reliability scores of 0.872 and 0.793, respectively. Extrinsic factors' subfactors included cultural expectations, parental pressure, financial responsibility, and family recognition, which obtained reliability scores of 0.754, 0.809, 0.808, and 0.841, respectively. Meanwhile, the factors under the **Data Gathering Procedure**

This study utilized a mono-method quantitative approach, employing a structured questionnaire as the sole tool for primary data collection. This approach was appropriate for a correlational design, which requires standardized and measurable data to examine the relationship between intrinsic factors and extrinsic motivation and students' willingness to participate in their family business. The researchers designed the questionnaire and submitted it to the research adviser for review and provided feedback during the first week of the data collection period. Upon approval, we gave it to three evaluators who have a master's degree to review and validate the questionnaire. After receiving their evaluation, we conducted a pilot test. For the pilot test, we needed to collect 30 responses. Once we gathered the 30 responses, we used Google Sheets to check for the reliability and then analyze the results. Next, we used the Cronbach's alpha coefficient to test the reliability of each part of the questionnaire (intrinsic factors, extrinsic motivation, and students' willingness) to determine if it falls within the acceptable range of 0.70 to 0.99. Since the reliability results met the standard, the researchers proceeded with the distribution of the Google Form. Purposive sampling was used only on Grade 11 and Grade 12 Filipino-Chinese students from the private Chinese school who have a family business background. The questionnaire link and QR code were distributed to the target respondents, who accessed and answered the form online. All responses were automatically recorded and organized by Google Forms to ensure accuracy and prevent manual recording errors.

Data collection began on February 01, 2026, and continued on for one week. After the collection period, all responses were compiled and prepared for statistical analysis using the appropriate tools that align with the study's correlational nature. Participation was strictly voluntary. Before answering, respondents were presented with an informed consent form explaining the study's purpose, their rights, and confidentiality measures. They may choose to remain anonymous, and all information they have provided were kept confidential and used solely for academic purposes. Only the researchers had access to the collected data.

Table 1
Cronbach's Alpha Results

FACTORS	CRONBACH ALPHA SCORE
A. Intrinsic	
1. Personal Interest	0.872
2. Skills	0.793
B. Extrinsic	
1. Culture Expectations	0.754
2. Parental Pressure	0.809
3. Financial Responsibility	0.808
4. Family Recognition	0.841
C. Theory of Planned Behavior	
1. Attitude	0.824
2. Subjective Norms	0.862
3. Perceived behavioral control	0.726

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Data Analysis

The study employed quantitative data analysis methods to interpret the Likert-scale responses gathered from the structured questionnaire. Descriptive statistics were used to summarize the students' demographic profiles through frequency counts and percentage distributions. Since all items measuring motivational factors used a Likert scale, weighted means were computed to determine the overall level of agreement for each factor. Measures of dispersion, specifically standard deviation, were calculated to identify the consistency or variability of the respondents' answers. These descriptive measures provided a clear overview of how strongly intrinsic and extrinsic factors influenced students' motivation toward participating in their family business.

To examine significant associations between variables, the study utilized a correlational analysis appropriate for Likert-scale data, allowing the researchers to determine the strength and direction of the relationship between motivational factors (independent variables) and the students' willingness to participate in their family business (dependent variable). This analytical approach supports the descriptive-correlational design by assessing whether motivational levels correspond with students' likelihood of participating in business activities. All statistical computations were processed using Microsoft Excel or Google Sheets, which are suitable for analyzing Likert-scale descriptive statistics and correlation coefficients.

Statistical Treatment of Data

The following statistical tools were applied to analyze and interpret the collected information:

1. Weighted Mean

Weighted Mean was employed to evaluate the overall average level of respondents in terms of intrinsic and extrinsic motivation, as well as their average willingness to participate in the family business. By computing the weighted mean, it was possible to determine the level to which the attitudes of most respondents tended to lean.

The following guide was used to interpret the respondents' mean :

Table 2
Respondents' Weighted Mean

4.20 ≤ Strongly Agree
3.40 ≤ Agree
2.60 ≤ Undecided
1.80 ≤ ≤ 2.59 Disagree
1.00 ≤ ≤ 1.79 Strongly Disagree

2. Standard Deviation

Standard deviation is used to measure the dispersion of a data distribution. This statistical tool helped identify the typical distance between each data point and the mean.

3. Pearson Correlation coefficient

Pearson correlation coefficient is the most appropriate statistical measure for assessing the degree of correlation between two variables.

Correlation is an effect size, therefore, we can verbally describe the strength of the correlation using the guide below:

Table 3
Interpretation of Correlation Size

Size of Correlation	Interpretation
.90 to 1.00 (-0.90 to -1.00)	Very high positive (negative) correlation
.70 to .90 (-0.70 to -0.90)	High positive (negative) correlation
.50 to .70 (-0.50 to -0.70)	Moderate positive (negative) correlation
.30 to .50 (-0.30 to -0.50)	Low positive (negative) correlation
.00 to .30 (-0.00 to -0.30)	Negligible correlation

The formula was used to determine the relationship between students' motivation and their willingness to participate in family business.

RESULTS

Table 4
The level of student motivation in terms of intrinsic motivation

Motivation	Mean	Standard Deviation	Description
Intrinsic			
Personal Interest	3.34	1.05	Undecided
Skills	3.71	0.91	Agree

Note: 1.00-1.79 Strongly Disagree, 1.80-2.59 Disagree, 2.60-3.39 Undecided, 3.40-4.19 Agree, 4.20-5.00 Strongly Agree

Table number 4 presents the descriptive analysis of the level of student motivation in terms of intrinsic motivation. Based on the data, Skills obtained the highest mean score ($\bar{x} = 3.71$ and $SD = 0.91$). This indicates that the respondents are confident in their skills to participate in the family business.

In contrast, Personal Interest obtained the lowest mean score ($\bar{x} = 3.34$ and $SD = 1.05$). This is interpreted as undecided, suggesting that respondents are unsure about whether their personal interest aligns with the family business for them to participate.

With an overall mean score of 3.53 and $SD = 0.92$, interpreted as "Agree, " this shows that the respondents generally have a positive level of intrinsic motivation toward family business. While they are motivated by their skills to participate in the family

business, they remain uncertain about the alignment of their personal interests with participation in the family business.

Table 5
The level of student motivation in terms of extrinsic motivation

Motivation	Mean	Standard Deviation	Description
Extrinsic			
Culture Expectations	3.44	0.94	Agree
Parental Pressure	3.45	1.03	Agree
Financial Responsibility	3.79	0.85	Agree
Family Recognition	3.73	0.95	Agree

Note: 1.00-1.79 Strongly Disagree, 1.80-2.59 Disagree, 2.60-3.39 Undecided, 3.40-4.19 Agree, 4.20-5.00 Strongly Agree

Table 5 shows the descriptive analysis of the level of student motivation in terms of extrinsic motivation. Based on the data, the average scores of extrinsic factors range from 3.44 to 3.73, all interpreted as “Agree.” Financial Responsibility received the highest mean score ($\bar{x} = 3.79, SD = 0.85$) among all extrinsic factors presented, suggesting that having financial responsibility increases students’ motivation to participate in their family business.

Additionally, Family Recognition ($\bar{x} = 3.73, SD = 0.95$) obtained relatively high compared to the other factors and is also interpreted as “Agree.” This shows that the respondents are motivated by the recognition they receive from their family to participate in the family business.

Moreover, Parental Pressure ($\bar{x} = 3.45, SD = 1.03$), obtained the second lowest score compared to the other factors, though it is still interpreted as “Agree.” This indicates that the respondents in general feel motivated to participate in their family business when parental pressure is present.

Lastly, Cultural Expectations received the lowest score ($\bar{x} = 3.44, SD = 0.94$) among all factors, yet is still interpreted as “Agree.” This suggests that familial cultural expectations have a relatively lower, but still motivating, influence on respondents’ participation in the family business.

With an overall mean score of 3.60 ($SD = 0.84$), interpreted as “Agree,” the findings show that extrinsic factors, namely Cultural Expectations, Parental Pressure, Financial Responsibility and Family Recognition, overall motivate students to participate in their family businesses.

Table 6
The level of students' willingness to participate in family business

Factors	Mean	Standard Deviation	Description
Attitude	3.77	0.84	Agree
Subjective Norms	3.55	1.05	Agree
Perceived behavioral control	3.79	0.81	Agree

Note: 1.00-1.79 Strongly Disagree, 1.80-2.59 Disagree, 2.60-3.39 Undecided, 3.40-4.19 Agree, 4.20-5.00 Strongly Agree

Table 6 displays the level of students' willingness to participate in family business. The average mean scores of the factors range from 3.77 to 3.79, all interpreted as "Agree." Perceived behavioral control ($\bar{x} = 3.79, SD = 0.81$) obtained the highest mean score out of all three factors, suggesting that respondents believe they have the capability to utilize and further develop their skills through participation in the family business.

Additionally, Attitude ($\bar{x} = 3.77, SD = 0.84$), received the second highest mean score, also interpreted as "Agree," which indicates that respondents generally hold a positive attitude towards their family business and recognize its potential benefits, making them open to participation.

Lastly, Subjective Norms ($\bar{x} = 3.55, SD = 1.05$) received the lowest mean score among the factors, though it is still interpreted as "Agree." Despite being the lowest, this signifies the respondents are still motivated by the norms present in their surroundings to participate in the family business.

Overall, these findings suggest that respondents show a high level of willingness to participate in the family business. With an overall mean of 3.70 ($SD = 0.79$), interpreted as "Agree," the results indicate a strong willingness to partake in the family business, as reflected by the consistently high mean scores across all factors presented.

Table 7
The relationship of the intrinsic motivation (personal interest) and students willingness to participate in family business

Table 7 showcases the relationship of intrinsic motivation, personal interest, and the students' willingness to participate in family business. Since the r-value (0.764) signifies a high positive correlation, this means that when the student's personal interest rises, their willingness to participate in the family business also increases. The p-value (0.001) is less than the 0.05 significance level, which indicates a higher chance of a positive and statistically significant relationship between the two variables.

Correlation between	r-value	Description	p-value	Remark
Personal Interest and Willingness to participate in Family Business	0.764	High	.001	Significant

Correlation between	r-value	Description	p-value	Remark
Skills and Willingness to participate in Family Business	0.702	High	.001	Significant

Additionally, since the p-value is less than the significance level, the null hypothesis that states, "There is no significant influence between the senior high school's level of motivation on their willingness to participate in the family business," is rejected. This suggests that personal interest does play a vital role in influencing the willingness of students to join their family business.

Table 8
The relationship of the intrinsic motivation (skills) and students willingness to participate in family business

Table 8 also illustrates the relationship of another intrinsic motivation, namely skills, and the willingness of students to participate in their family business. The computed r-value (0.702) indicates a high positive correlation, suggesting that when a student perceives themselves as skilled or proficient, they are more willing to participate in the family business. The p-value (0.001) strongly implies that the relationship is statistically significant.

Therefore, the null hypothesis that states, "There is no significant influence between the senior high school level of motivation and their willingness to participate in the family business" is rejected due to the low p-value. This conveys that the intrinsic factor of skills significantly influences the students' mindset toward participating in their family business.

Table 9 presents the relationship of extrinsic motivation, cultural expectations, and the willingness of students to participate in their family business. The computed r-value (0.743) shows that there is a high positive correlation, suggesting that a student's willingness to participate can be linked to the strong cultural expectations. The p-value result (0.001) indicates that the relationship between both variables is statistically significant. This shows that the probability of having a positive relationship is high and means that students are more willing to participate with the right factors of motivation.

Table 9

The relationship of the extrinsic motivation (cultural expectations) and students willingness to participate in family business business

Correlation between	r-value	Description	p-value	Remark
Cultural Expectations and Willingness to participate in Family Business	0.743	High	.001	Significant

Therefore, the null hypothesis, which states that “There is no significant influence between the senior high school’s level of motivation on their willingness to participate in the family business” is rejected due to the low significance level of the p-value, which means that strong cultural expectations can influence the students’ willingness to engage in their family business.

Table 10

The relationship of the extrinsic motivation (parental pressure) and students willingness to participate in family business

Correlation between	r-value	Description	p-value	Remark
Parental Pressure and Willingness to participate in Family Business	0.656	Moderate	.001	Significant

Table 10 presents the relationship between parental pressure and willingness to participate in family business. The computed r-value (0.656), indicates a moderate positive correlation between the two variables. This suggests that parental pressure may affect students' willingness to participate in family businesses.

While influence is present, its effect is not as strong as other motivational factors such as cultural expectations and personal interest. It shows that students may still exercise a degree of independence in their decision-making despite external expectations from parents.

Additionally, the p-value is (0.001), below the 0.05 significance level, indicating that the relationship is statistically significant. This suggests a significant correlation between parental pressure and students' willingness to participate in family businesses.

Therefore, the null hypothesis that states, "There is no significant influence between the senior high school's level of motivation on their willingness to participate in the family business" is rejected because of the low p-value. This suggests that parental pressure can influence students' willingness to participate in family businesses.

Table 11

The relationship of the extrinsic motivation (financial responsibility) and students willingness to participate in family business

Correlation between	r-value	Description	p-value	Remark
Financial Responsibility and Willingness to participate in Family Business	0.609	Moderate	.001	Significant

Table 11 shows the relationship between financial responsibility and willingness to participate in family business. The r-value is (0.609), indicating a moderate positive correlation between the two variables. This suggests that financial responsibility may influence students' willingness to participate in family businesses. Furthermore, the p-value is (0.001), which is below the significance level of 0.05, indicating that the relationship is statistically significant.

Therefore, the null hypothesis that states, "There is no significant influence between the senior high school's level of motivation on their willingness to participate in the family business" is rejected because the p-value is below the significance level. This suggests that financial responsibility significantly influences students' willingness to participate in a family business.

Table 12

The relationship of the extrinsic motivation (family recognition) and students willingness to participate in family business

Correlation between	r-value	Description	p-value	Remark
Family Recognition and Willingness to participate in Family Business	0.717	High	.001	Significant

Table 12 presents the relationship of extrinsic motivation, family recognition, and its influence on students' willingness to participate in family business. The computed r-

value (0.717) shows that there is a strong positive correlation between the variables, suggesting that family recognition has significant influence on their willingness to participate in family business. The correlation is said to be high; it can be interpreted that family recognition does influence a student's motivation. Additionally, the p-value is .001, which is below the significance level of 0.05, implying that the relationship is statistically significant. This can be interpreted as recognition from family likely increases their motivation to participate in family business.

Therefore, the null hypothesis that states, "There is no significant influence between the senior high school's level of motivation on their willingness to participate in the family business" is rejected. The low p-value suggests that family recognition significantly influences their motivation in willingness to participate in the family business.

Table 13
The relationship between students' overall motivation and their willingness to participate in family business

Correlation between	r-value	Description	p-value	Remark
Students' Motivation and Willingness to participate Family Business	0.827	High	.001	Significant

The results in table 13 showed the influence of students' motivation on their willingness to participate in family businesses. The r-value (0.827) indicates that there is a strong positive correlation between the variables. This suggests that the overall students' level of motivation influences their willingness to participate in family businesses. The high correlation can be interpreted as students' motivation directly influencing their willingness. Furthermore, the p-value of .001 is below the significance level of 0.05, suggesting that the relationship is statistically significant. This shows that the probability of a positive relationship between variables is high. This can be interpreted as proper motivation factors leading to students' increased willingness to participate.

Therefore, the null hypothesis stating that "There is no significant influence between the senior high school's level of motivation on their willingness to participate in the family business" is rejected as the p-value is less than the significance level. This indicates that students' motivation significantly influences their willingness to participate in their family business.

DISCUSSION

A. The level of student motivation in terms of intrinsic motivation

Senior high school students generally exhibit a positive view regarding intrinsic motivation to participate in family businesses. Based on the data gathered, even students in non-business strands believe they have the capability to manage their family business, as reflected by the highest mean score among all intrinsic factors. This may be attributed to the fact that many students have personal experience in participating in the family business from an early age, as family businesses are very common in the Filipino-Chinese community. Early exposure provides potential successors with practical experience and helps them develop basic entrepreneurial skills at a young age (Bontempi, 2023). Similarly, Lofranco (2024) explains that ensuring the long-term sustainability and continuity of a family business requires careful succession planning, which is best supported by the early preparation of the potential successor. Exposure to the business environment from a young age allows successors to gain knowledge and build a foundation for entrepreneurial skills.

However, early exposure and skill development alone are not always enough to influence students' motivation to participate in the family business. In fact, personal interest received a lower mean score than skills, suggesting that some respondents are still undecided about their willingness to participate. As students mature, they begin to form personal interests and values that align with their life and career goals. According to Assenmacher et al. (2025), a successor's intention to inherit a family business can be influenced by personal values, such as achievement and self-direction. These internal values provide meaning and can significantly shape motivation, making a student genuinely interested in carrying on the family business if their values align with their role. Furthermore, Hoxha and Ramadani (2024) highlight that not forcing an individual to participate in the family business fosters positive motivation, as the intention comes from internal satisfaction rather than external pressure.

B. The level of student motivation in terms of extrinsic motivation

Among extrinsic factors, cultural expectation received the lowest mean score. However, this still demonstrates that extrinsic motivation plays a crucial role in influencing senior high school students to participate in family businesses. Since family businesses are a common cultural practice in the Filipino-Chinese community, most families have already planned for their children to inherit the business. As noted by Subido and Lopez (2021), many top Filipino-Chinese business tycoons expect their children to continue the family business. Accordingly, children are often exposed at a young age to understand how businesses operate and progress. Similarly, Go (2025) and Cruz (2024) highlight that having a family business in the Filipino-Chinese community is not solely for financial support but also reflects a strong dedication to values, hard work, and respect for elders.

Parental pressure, which received the second lowest mean score among extrinsic factors, is another extrinsic factor that influences students' participation in the family

business. The results suggest that parental expectations can motivate students to consider joining the family business. Based on the results that the researchers received, parental pressure is one of the factors that drive their desire to participate in the family business. Family expectations have a significant impact on students' career choices and decision-making, especially when strong parental expectations cause students to feel obligated to prioritize family obligations over personal interests, as discussed by Collado et al. (2023). Furthermore, a similar study conducted by Fernandez et al. (2023) found that some students often follow their parents' expectations or family necessities rather than their personal interests due to a lack of autonomy or lack of clear vision for their career choices.

Financial Responsibility received the highest mean score among extrinsic factors, indicating that most students agreed that participating in the family business enhances their understanding of financial management. This indicates that the vast majority of the students agreed that participating in the family business influences their awareness of handling finances. This is consistent with the findings of Oñada et al. (2022), which suggest that family involvement plays an important role in shaping students' financial literacy and responsibility. On the other hand, financial instability in the family could also influence the students' intention to help the family business because financial struggles may act as a motivation to encourage the students to participate in the family business in order to support the financial needs (TeamAsia, 2024).

Lastly, family recognition received the second highest mean score among extrinsic factors, which also influences students' participation in the family business. Family support significantly motivates students' entrepreneurial intentions to engage in the family business, as they would not feel alone in the process. The overall results show that students feel more motivated to participate in the family business if their family considers their new ideas, suggestions or opinions. This indicates that family dynamics play a critical role in shaping the entrepreneurial intentions of students, and family support can either encourage or discourage them from taking part in the family business, as discussed by Chauhan et al. (2024). Additionally, a study by Angerer (2024) emphasizes that succession planning for a family business can also influence students to participate in the family business when there is support, trust, and a structured succession plan within the family.

C. The level of students' willingness to participate in family business

The attitude of a person can be shaped through upbringing at home, and the family environment significantly influences students' willingness to participate in the family business. This factor received one of the highest mean scores. According to Birgach (2025), students from family business backgrounds often develop their career paths based on the environment in which they are raised. Family culture and dynamics can shape how individuals perceive the value and benefits of continuing the business, thereby influencing their attitudes toward participation. Furthermore, students with positive attitudes are more likely to appreciate family expectations while balancing tradition with innovation, especially when they feel motivated to continue a business built through the

hard work of their parents (Broons, 2024). This finding aligns with the overall results of the study.

As previously discussed, family businesses are common in Filipino-Chinese communities. Students' willingness to participate is often driven by intrinsic motivational factors, such as personal interest and skills, which are crucial in determining a family member's readiness to participate in or eventually manage the business. A lack of genuine interest or insufficient skills can reduce motivation, potentially leading to misunderstandings or conflicts within the family (TFO Wealth Partners, 2025). This is reflected in the study's findings, where subjective norms received the lowest mean score. Many students acknowledged that their families expect them to participate, highlighting the role of external pressures in shaping decision-making and motivation (Mie's Journal, 2024).

Finally, perceived behavioral control also contributes to students' willingness to participate in the family business. Gaddi et al. (2024) asserted that students with entrepreneurial intentions are more likely to participate in the family business, especially when the students can utilize existing resources along with mentors and role models that can assist them in the business, while applying their own entrepreneurial skills to the family business. Judging from the highest score among three factors, this indicates that most students believe they can enhance their skills to participate meaningfully in the family business. Individuals from family business backgrounds often develop entrepreneurial skills early through experiential learning, allowing them to understand basic business concepts, become familiar with operational strengths and challenges, and gain confidence in their capabilities (Kansikas & Taransaki, 2023). Exposure to the business environment enhances their ability to navigate real-world challenges, making them more confident in participating in their family business.

D. The relationship of the intrinsic motivation (personal interest) and students willingness to participate in family business

Based on the data gathered, it can be observed that among the two intrinsic factors, personal interest is slightly more influential than skills for senior high school students. Using the r-value to determine the strength of influence, personal interest ranks first as the most influential intrinsic factor affecting students' participation in the family business. This suggests that senior high school students are more willing to join the family business when it aligns with their personal goals and interests. In other words, students are more likely to participate when their motivation comes from within rather than from external pressure.

This finding is supported by two studies. First, Hoxha and Ramadani (2024), explain that intrinsic motivation is an internal drive in which individuals engage in activities because they find them personally satisfying. This means that people perform certain actions because they genuinely want to, rather than because someone else instructs or pressures them to do so. Second, Assenmacher et al. (2025), mention that a successor's intention to take over a family business can be influenced by values such as achievement

and self-direction. These values reflect what individuals personally find meaningful, suggesting that successors are more likely to develop a genuine interest in the family business when their internal values align with their potential role within it.

E. The relationship of the intrinsic motivation (skills) and students willingness to participate in family business

Based on the results, the skills factor does influence the entrepreneurial intentions of senior high school students regarding their family business, ranking as the fourth most influential factor according to the r-value analysis. This suggests that students who genuinely believe they possess the necessary skills or abilities for the role are more willing to participate in the family business.

The data aligns with the findings of Tripopsakul & Puriwat (2025), who noted that personal interest combined with the drive to develop entrepreneurial skills can promote proactive engagement in business-related activities. Similarly, Lofranco (2024) emphasized that identifying suitable successors based on intrinsic factors, such as skills and interests is crucial. These motivational factors allow the younger generation to gain hands-on experience and knowledge in preparation for future leadership roles. This underscores that skills are not just a practical requirement but also a key factor in ensuring the long-term sustainability of a business, as well as encouraging self-confidence and preparedness in leading. These insights align with our results, which show a strong correlation between the intrinsic factor skills and students' willingness to participate in family business.

F. The relationship of the extrinsic motivation (cultural expectations) and students' willingness to participate in family business

Based on the data, using the r-value to assess the strength of influence, it is clear that the cultural expectations factor ranks second overall, making it the most influential among all extrinsic factors, just behind the intrinsic factor of "Personal Interest." This indicates that senior high school students' decisions to engage in the family business are strongly shaped by family traditions and cultural values. The high correlation suggests that the students have likely absorbed these expectations and values, which then in turn increases their willingness to participate in the family business.

The data supports the findings of Cruz (2024), which show that many Filipino-Chinese businesses follow family and cultural values such as prosperity, lineage, respect for elders and continuity across generations. These values shape responsibilities that are often passed down within the family. Similarly, Go (2025) emphasizes strong family ties, dedication, trust, and respect for the elders are instilled at a very young age. Growing up in an environment where continuity and family obligations are highlighted makes participation in the family business a part of students' cultural responsibilities. This is relevant in the context of the data collection, which took place at a private Chinese school where many Filipino-Chinese students are taught traditional cultural values from an early age.

G. The relationship of the extrinsic motivation (parental pressure) and students' willingness to participate in family business

The results show that parental pressure does influence students' willingness to participate in family businesses, though it ranks as the second lowest factor overall and among the extrinsic factors. This suggests that parental pressure and demands can motivate students to consider participating in the family business, but it is not the primary influencing factor. In other words, while greater parental pressure may increase students' willingness, its overall impact is relatively limited compared to the other factors.

However, this influence can also backfire. As Collado et al. (2023) pointed out, excessive parental pressure can create a psychological burden for children and even trigger resistance, thereby reducing their sense of identification with the family business.

Furthermore, the findings indicate that students do not rely entirely on parental influence when deciding whether to participate in the family business. They also consider other factors, such as personal interest, skills, and future career paths. This aligns with the study of Fernandez et al. (2023), who found that students consider both intrinsic and extrinsic factors when making career choices rather than focusing on one single factor. Therefore, the results suggest that students do not just passively accept their parents' decisions but still maintain a degree of autonomy in their decision-making.

H. The relationship of the extrinsic motivation (financial responsibility) and students willingness to participate in family business

The results show that financial responsibility is associated to some extent with students' willingness to participate in family businesses, but this factor is not the main determinant of whether students participate in family businesses. In other words, students' willingness to participate in family businesses may increase when they know their families need their financial assistance. This aligns with the research report by Oñada et al. (2022), which found that parental involvement in students' financial behavior plays a significant role in shaping their financial literacy. Students with more parental involvement in financial decisions tend to exhibit higher financial awareness and responsibility. This suggests that family influence can also shape students' financial responsibility.

Furthermore, students consider other factors such as academic pressure, personal interests, and future career plans when deciding whether to participate. This suggests that financial responsibility may encourage students to seek income-generating opportunities. This finding is related to a research report from the Shoebox Campaign (TeamAsia, 2024), which points out that in the Philippines, many students are in a work-study situation due to their families' less-than-ideal financial circumstances, thus requiring them to work to earn income.

I. The relationship between students' motivation and their willingness to participate in their family business

The findings of this study indicate that students' motivation, both intrinsic and extrinsic, has a significant relationship with their willingness to participate in their family business. Among intrinsic factors, personal interest and skills were shown to play a key role in shaping willingness. Personal interest, reflecting the alignment of students' internal values with family business characteristics, was ranked as the most influential intrinsic factor and overall highest (Assenmacher et al., 2025; Hoxha & Ramadani, 2024). Students who are genuinely interested in the family business are more likely to engage proactively, as their motivation comes from internal satisfaction than external pressure. Similarly, the skills factor, which received the fourth highest r-value, relates to students' perception of their own capabilities and readiness to handle business responsibilities, demonstrating a strong correlation with their willingness to participate. Developing entrepreneurial skills from an early age, through exposure to family business operations, enhances students' confidence and readiness to contribute effectively (Bontempi, 2023; Lofranco, 2024; Tripopsakul & Puriwat, 2025).

In terms of extrinsic motivation, cultural expectations, parental pressure, financial responsibility, and family recognition were all influential to varying degrees. Cultural expectation received the second highest r-value, which is often rooted in Filipino-Chinese traditions that expose students to family business operations from an early age and instill values such as dedication, respect for elders, and business continuity (Subido & Lopez, 2021; Go, 2025; Cruz, 2024). Family Recognition, which scored the third highest r-value, refers to the support for students' ideas and involvement, also significantly influenced willingness, highlighting the importance of trust, support, and structured succession planning within the family (Chauhan et al., 2024; Angerer, 2024)

On the other hand, parental pressure received the second lowest r-value, suggesting that while it can motivate students to consider participation, it may also act as a double-edged sword; excessive pressure may lead to psychological burdens and resistance, reducing intrinsic engagement (Collado et al., 2023; Fernandez et al., 2023). Lastly, financial responsibility received the lowest r-value, yet it is still considered to have significant influence on the willingness of students. The results indicate that students may feel motivated to participate in their family business during situations where they need to step up and provide financial assistance to the family. (TeamAsia, 2024; Oñada et al., 2022)

Conclusions

Overall, the findings of the study show that senior high school students possess generally positive levels of both intrinsic and extrinsic motivation toward participating in their family businesses. Intrinsic factors, particularly personal interest and skills, play a key role in shaping students' willingness, with personal interest emerging as the strongest predictor of participation. Meanwhile, extrinsic factors such as cultural expectations, family recognition, financial responsibility, and parental pressure also influence students

to varying degrees, with cultural expectations and family recognition showing stronger effects compared to the others. These results suggest that students' motivation is shaped by a combination of internal drives and external influences rooted in family and cultural contexts.

In terms of willingness, the results based on the Theory of Planned Behavior indicate that students' attitudes, subjective norms, and perceived behavioral control are all significant in explaining their intention to participate in family businesses. Among these, perceived behavioral control and attitude showed strong contributions, suggesting that students are more willing to engage when they feel capable and view participation positively. Subjective norms, while slightly lower, still reflect the continued influence of family and cultural expectations. This indicates that willingness is not driven by a single factor but by the interaction of personal confidence, perceived support, and social expectations.

In conclusion, the study confirms a significant relationship between students' motivation and their willingness to participate in family businesses. Intrinsic motivation, particularly personal interest and skills, serves as the primary driver, while extrinsic factors reinforce and shape students' decisions within a cultural and familial framework. When these motivations align, students are more likely to demonstrate higher willingness to engage in their family businesses. These findings highlight the importance of both personal and external influences in shaping future participation, emphasizing that student involvement is a result of the combined effects of both intrinsic and extrinsic motivational factors.

Recommendations

Based on the study's results, several suggestions and recommendations are made for enhancing ways to motivate students to participate in family businesses and for guiding future research on this topic.

First, future studies should seek to compare different grade levels other than grade 12 such as college students to determine how level of motivation influences a student's willingness to participate in their family business. Students from different educational stages may have varying perspectives, expectations, and levels of responsibility. Understanding these differences may provide additional insights into how motivation develops as students grow older.

Future researchers may expand by exploring how various types of business environments such as the management style, the industry type, and the business size, influence students' motivation to participate. This can help in the collection of valuable insights that will be very beneficial to business owners, which they can use to create a more supportive and safer environment where they help students enhance their skills and experience by providing guidance, encouraging voluntary participation, as well as internships or hands-on training.

Hypothetically, if a student shows no signs of dedication at all and wants to leave, the business owners should approve of their decision in order to avoid wasting a position on someone who is not interested. By doing this, it would give people who are interested or skilled a chance to be hired, which can prevent any other problems in the long term.

Additionally, future studies should expand their scope to include other Chinese schools, in order to assess the motivation of students from different school environments. Since schools may vary in culture, academic focus, and student backgrounds, collecting data from multiple institutions could provide more diverse insights.

Moreover, future researchers may consider incorporating qualitative research methods such as interviews, focus group discussions, and open-ended survey questions. These methods can provide more detailed and in-depth information, allowing researchers to explore students' experiences, perspectives, and motivations more deeply, which could further strengthen the findings of the study.

In addition, it is recommended that future researchers explore additional or different intrinsic and extrinsic motivational factors. Factors such as autonomy, emotional attachment to the family business, entrepreneurial mindset, and personal aspirations may also influence students' willingness to participate in family businesses and could provide a broader understanding of the topic for guidance counselors in assisting the emotional needs of senior high school students.

Lastly, parents and guardians of the students must try to be supportive and practice open communication so that the students may truly express their passions or interests without any judgment from their parents. In order for them to guide their children, they should do so through means of encouragement, understanding, and refraining from using too much pressure.

By implementing these recommendations, future studies may gain deeper and more comprehensive insights not only from senior high school students at the Chinese school but also from students in other schools and educational levels. Expanding the scope of participants and utilizing different research methods may help researchers identify more similarities and differences among students. This may also contribute to a more comprehensive understanding of how intrinsic and extrinsic motivations influence students' willingness to participate in family businesses.

Compliance with Ethical Standards

This study strictly adheres to the ethical research standards that protect the rights, dignity, and welfare of the participants. The researchers will avoid any form of falsification, manipulation, or deception, and all collected data will be reported truthfully. Informed consent will be secured by providing participants with a clear explanation of the study's purpose, procedures, and their rights, and participants will sign a consent form to participate voluntarily. Participants will also be informed of their right to withdraw from the study at any time without any consequences. Confidentiality and anonymity will be

ensured by not recording personal details. All data will be stored securely and used only for research purposes. Any potential conflict of interest will be disclosed to maintain transparency. Additionally, participants will be debriefed after the study to provide further clarification about the research and address any questions or concerns. Overall, the study prioritizes honesty, fairness, respect, and voluntary participation throughout the research process. The authors declare that there are no conflicts of interest associated with this study. They confirm that no financial, personal, or professional relationships have influenced the design, conduct, or interpretation of the results. The study was carried out objectively, and all findings were presented with full honesty and academic integrity.

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Corresponding author: emmy.ong@my.cksc.edu.ph