Mediating Effect of Burnout on the Relationship Between Grit and Turnover Intentions among the Private Tertiary School Teachers in Region XI: A Convergent Design

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ABSTRACT

This study aimed to investigate the mediating effect of burnout on the relationship between grit and turnover intention of private tertiary schoolteachers in Region XI. A convergent mixed-methods design was utilized. Private tertiary schoolteachers who were at least three years already in the service in Region XI were selected using purposive sampling technique. Adapted survey tools and interview guide questions were used to gather the essential data. The statistical tools used were mean, standard deviation, Pearson Product Moment of Correlation, and the Sobel z-test. Colizzi's method was utilized to elucidate the qualitative data. The findings revealed that private tertiary schoolteachers' level of burnout and turnover intention were low, and their level of grit was high. Moreover, the relationship among these variables was significant. Also, the mediating effect of burnout on the relationship between grit and turnover intention was significant, although it was just partial. The lived experiences of teachers were explained further by the themes revealing personal, work, and client-related burnout; positive dispositions on the teaching profession; underlying reasons for low level of attrition; and invigorating grit and strength as reasons to stay. Furthermore, the impact of these experiences on their beliefs and attitudes included: staying is beneficial, adhering commitment to excellence, and demonstrating positivity in all circumstances. Finally, the quantitative findings corroborate with the qualitative findings.

KEYWORDS: Education, leadership, burnout, grit, turnover intention, convergent design , mediation, phenomenology, Philippines.

INTRODUCTION

Faculty turnover has been a growing concern for many academic institutions. Turnover refers to the situation where an employee like a teacher ceases to become a member of an organization, (Ngo-Henha, 2017) and this has been found to be accounted to the intention of employee to quit their work. In fact, several literatures have reported that the intention to leave is one of the immediate precursors of employee turnover, and the latter positively increases with turnover intention (Park, 2018; Zhou and Volkwein, 2004; Xu, 2008; and Hassan and Hashim, 2011). Thus, problems on actual turnover behavior are being signaled by turnover intention. According to the horizon's workforce

consulting report, 65% of faculty have considered resigning from their institutions and almost 45 of which have considered quitting from teaching profession (English, 2012).

This circumstance has posed threats to the wellbeing of an organization. In fact, the faculty turnover can significantly impair not only the financial aspect of the school but also the students, department, and the institution in general (Kim, Twombly, & Wolf-Wendel, 2012). Globally, there is a bleak scenario when it comes to teacher staffing and turnover. In fact, the federal data from the National Center on Education Statistics (NCES) in United States has shown dramatic increases in turnover among public and especially private schools. Regardless of the year started, about one-third of public school teachers had left and within 10-year time about half had gone. Data are even worse and higher in the private school turnover (McFarland et al., 2019). This is also evident in some countries. Like in Australia, 16 % of teachers changed schools or leave teaching every year (Redding and Henry, 2018). In Utah, during school year 2016-2017, 9% of teachers moved to a new school (Dodson, 2018). The same is also happening in England where 9.9 % of teachers left the workforce during school year 2016-2017, compared to the 9.2 % of the work in 2010-2011(Worth, 2018). Also, the 26 districts of Philadelphia have reportedly lost at least 25% of their teachers for four years straight (Calefati, Purcell, & Graham, 2019).

In the Philippines, the same scenario is also evident. Last October 5, 2015, the Manila Bulletin had released news from the Philippine Institute for Development Studies encompassing the undeniable need for the recruitment of teachers to replace teachers who are expected to leave the profession. The country is expecting a constant turnover of teachers that could be due to low salary, workloads, lack of challenge and other personal circumstances (Braid, 2015).

This circumstance has been felt in Region XI as well. Different private and public schools have been experiencing a remarkable high rate of turnover among their teachers. The implementation of K-12 curriculum mandated by the government has worsen the inducement of the teachers to transfer to other schools. This has caused some schools shortage of teachers and problem of hiring competent teachers. In fact, different educational institutions have also felt this as teachers and instructors in basic education and college department had chosen to resign.

Further, turnover has always been a global educational conundrum that affects not only school administrators but most especially the quality of education (Dela Cruz, 2016). This actual turnover behavior among teachers has been found to have a positive relationship with teachers' intention to leave. Thus, the subsequent reports on excessively high employee turnover indicate a serious research problem on turnover intention.

Moreover, turnover intentions among teachers are also related to other variables. It is commonly associated with job satisfaction (Josanov-Vrgovic &Pavlovic, 2014; Abate, 2016; Palahi, Hamid, & Khalid 2016; Duan et al., 2019) and administrative support and student behavior (Josanov-Vrgovic & Palvovic, 2014; and Tehseen & Hadi, 2015). In fact, the Philippine government had released provisions that intend to provide aids to teachers especially those who are being affected by the K to 12 transitions.

One of these aids is the joint guidelines on the implementation of the labor and management component of Republic Act (R.A) number 10533 or also known as the Enhanced Basic Education Act of 2013. The guidelines ensure the protection of the rights, interest, and welfare of teachers; and to optimize employment retention of teachers in higher education institutions (HEIs) in the K to 12 transitions. These aids include expanded government assistance to students and teachers in private

education which also encompasses other financing arrangements considered in Rule VI of the R.A. 10533, facilitation of possible loan assistance, and facilitation of possible loan amortization of HEIs (DOLE-DEPED-TESDA Joint Guidelines, (2014).

Whereas, these government provisions only dealt with limited economic aspects of the total work equilibrium. The provisions have not come across and considered other dispositional traits like the grit and burnout aspect in the line of work of teachers especially of those in higher education institutions who are being greatly affected by the K to 12 transitions. Legal provisions and mandates by the different educational sectors in the Philippines did not focus on protecting teachers' welfare that will especially boost their work perseverance and address work-related exhaustion.

In addition, various attempts to reduce the employee turnover intention of organizations were initiated. In fact, the study of Swe and Lu (2019) showed an effort to reduce the employee turnover in Myanmar by improving the employee engagement. The same effort has also been initiated by Kim (2017) through an action research that addressed employee turnover through intervention strategies.These studies were conducted to strengthen the work-related aspect of the employees to reduce their turnover intention. However, these attempts failed to look into other factors that may intervene on the relationship of the explored variables and also failed to explore qualitatively and holistocally the studied phenomenon. More so, despite these attempts and efforts, the status of turnover intention has remained bleak, especially in the teaching field.

Consequently, many studies have explored aspects of grit, burnout, and turnover intention as some of the many aspects of educational leadership. Turnover intention has been widely studied as a single variable or as a variable influencing another variable, but limited literature examined this aspect among college teachers' lives and its connection with teacher burnout and grit, especially in the midst of the K-12 transition in the region.

Grit as a non-cognitive and non-economic constraint will help teachers to emulate a degree of passion to surpass difficulties that will arise in achieving goals (Perez, 2015) and will also contribute to the lower turnover intention among teachers (Shin, Minju, Daeun, 2018). Meanwhile, burnout as a psychological constraint is a response of negative emotions because of exposure to stressful work environment (Chowdhury, 2018). This constraint has been found to cause diverse forms of job withdrawal and one of which is the turnover intention. Thus, grit and burnout are found to be associated with turnover intentions.

Since teachers carry with themselves an indispensable role in building a better society through a responsive education; and that their noneconomic satisfaction like the socio moral factors and dispositional traits will greatly affect their effectiveness in rendering their service in the educative process are some of the reasons that urge the researcher to pursue this study (Dela Cruz, 2016). In addition, the researcher considers this study as incomparable and unique because this study will try to explore how one psychological trait like burnout intervenes on the relationship of another different psychological traits grit and turnover intentions, which most of the studies have not yet explored especially in the context of a private educational institution.

Worldview And Theoretical Lens

To address the existing problems in turnover, pragmatism as a worldview was utilized in this study. Pragmatism is a philosophical tradition that promotes the development of theory directly form practice (Christ, 2013). As a pragmatist, I did not see the world as one and only unity. Second, I did not base the truth in duality between realities independent of the mind or within the mind; rather I based it on what works at the time. Finally, I looked to the "what" and "how" to research based on the intended path of where they want to go with it.

On a different note, this study was anchored on the theory of Job Embeddedness of Holtom and Inderrieden (2006); the proposition of Hetherington and Blechman (2014); the proposition of Guchait, Pasamehmetoglu and Madera (2016); and Self-theories of Dweck (2000). The Job Embeddedness and the proposition of Hetherington and Blechman were used to guide the link between grit and turnover intention; meanwhile, the proposition of Guchait, et al., (2016) was used to guide the association between burnout and turnover intention; and Self-theories was used to guide the relationship between grit and burnout.

METHODS

Research Design

In this study, the researcher employed mixed methods, specifically explanatory sequential research design. This is an evolving research technique that promotes the systematic synthesis or mixing of quantitative and qualitative data within a single study or ongoing investigation or inquiry (Creswell, 2013). The explanatory sequential approach is a two-phase mixed methods design that explains and enriches the quantitative findings; thus, it elaborates the quantitative results by collecting qualitative data from participants chosen from the respondents of the quantitative phase. Sometimes, there are insufficient arguments that quantitative or qualitative may not be resolved by it, and sometimes each provides different pictures (Creswell, 2017).

In the quantitative phase, the researcher specifically used the descriptive correlation approach to address the problems in the study and achieve its purpose. This approach measures two or more relevant variables and assesses a relationship between or among them (Schmitz, 2012). The relationship among parental involvement, vocabulary learning strategy, and reading motivation was described and examined. The survey method was employed using adapted survey questionnaires with a five-point Likert scale.

Meanwhile, in the qualitative phase, the researcher used a phenomenological approach. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation, or experience. Phenomenology is the most appropriate approach to use because the researcher wants to understand the lived experiences of the junior high school students in secondary public schools in Region XI (Creswell, 2017).

Place of the Study

The study was conducted purposively in public secondary schools in Region XI. The locale is also known as the Davao Region in the Southern part of Mindanao, shown in Figure 3. It is situated in the Southeastern portion of Mindanao and comprises five provinces: Davao de Oro, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. It is the most populous city in Mindanao and the third largest city in the Philippines. The Davao region is one of the most important economies on the island and the third most important urban center in the Philippines. Region XI surrounds the Davao Gulf, bounded on the north by the provinces of Surigao del Sur, Agusan del Sur, and Bukidnon; on the east by the Philippine Sea; and on the west by the Central Mindanao provinces.

Participants

The respondents of the quantitative phase were the 365 junior high school students of the five public secondary schools in Region XI who are officially enrolled for S.Y. 2021–2022. For multiple linear regressions, Bujang et al. (2017) suggested a minimum sample size of 300 or more to generate an approximation of estimates with parameters in a survey. The researcher employed stratified random sampling in selecting the participants from purposively selected schools in Region XI with grade level as the basis for stratification.

In the qualitative phase, the researcher purposively selected 10 junior high school students who were drawn from the quantitative strand respondents for the IDI and 7 junior high school students for the FGD. A total of 17 public junior high school students were invited as participants. Inclusion criteria used are as follows: bonafide junior high school students who are enrolled for S.Y. 2021-2022 in public secondary schools.

Data Analysis

Pearson-r, and regression analysis were used to analyze the quantitative data of this study. The Pearson r was used to determine the significance of the relationships between Vocabulary Learning Strategy and Parental Involvement; Parental Involvement and students' Reading Motivation; and Vocabulary Learning Strategy and students' Reading Motivation. The mean was used to determine the level of parental involvement, vocabulary learning strategy, and reading motivation of students. A standard deviation was used to measure how spread out the respondents was. Multiple regression was used to predict the value of students' reading motivation based on parental involvement and vocabulary learning strategy. Finally, medgraph using the Sobel z-test was used to prove the mediation and to strengthen if parental involvement significantly mediates the relationship between vocabulary learning strategy and students' reading motivation. While the data from the IDI and FGD was analyzed using thematic analysis.

Trustworthiness of the Study

To establish the trustworthiness of the study, the researcher followed the four proposed criteria in evaluating interpretive research work by Lincoln and Guba (1985), which are as follows: credibility, transferability, dependability, and confirmability. Trustworthiness of this study was addressed through a thorough collection of data by survey and in-depth interview and was supported by FGD for triangulation.

RESULTS

Quantitative Results

Level of Vocabulary Learning Strategy, Reading Motivation, and Parental Involvement

Vocabulary Learning Strategy. Table 1 shows the level of vocabulary learning strategy of the students. It shows that the overall mean of vocabulary learning strategy is 3.72 which is described as high. It means that the vocabulary learning strategy of the students is oftentimes manifested. In addition, the overall standard deviation is 0.19 which is less than one denoting that the respondents have ratings that are practically almost the same.

Table 1

Level of Vocabulary Learning Strategy, Reading Motivation, and Parental Involvement

Main Variables/Indicators	S.D	Mean	Descriptive Level
Vocabulary Learning Strategy	**0.22**	**3.72**	**High**
Reading Motivation	**0.19**	**3.57**	**High**
Parental Involvement	**0.19**	**3.57**	**High**

Reading Motivation of the Students. Reading motivation of the students in public secondary schools got an over-all mean of 3.57 described as high. It means that the reading motivation of the students is oftentimes observed. The over-all standard deviation of 0.19 indicates a negligible variation of responses of the students.

Parental Involvement. As shown in the table, parental involvement obtained an overall mean score 3.57, descriptively rated as high. The standard deviation value of 0.19 indicates that the responses of the respondents, on average, were 0.28 away from the mean.

Mediating Effect of parental Involvement on the Relationship between Vocabulary Learning Strategy and Reading Motivation of the Students

As shown on Table 3, that vocabulary learning strategy has a significant positive strong relationship with the reading motivation of the students with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = .68$, $p < .05$). It means that as the level of the vocabulary learning strategy of the student's changes, their reading motivation also significantly changes. Similarly, the result shows that the relationship between vocabulary learning strategy and parental involvement has a

significant positive strong relationship with a p-value of .00 that is less than alpha set at .05 ($r = .60$ $p < .05$). This means that if the level of vocabulary learning strategy of student's changes, the level of parental involvement also significantly changes. This leads to the rejection of null hypothesis of no significant relationship between vocabulary learning strategy and parental involvement. Lastly, the result shows parental involvement has a significant positive strong relationship with the reading motivation of the students with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = .63$, $p < .05$). It means that as the level of the parental involvement changes, student's reading motivation also significantly changes.

Table 2

Correlation among Vocabulary Learning Strategy (IV), Reading Motivation (DV), and Parental Involvement (MV)

Variables	**r-value**	**p-value**	**Interpretation**
Vocabulary Learning Strategy (IV) and Reading Motivation (DV)	*0.680**	*0.000*	*Significant*
Vocabulary Learning Strategy (IV) and Parental Involvement (MV)	*0.600**	*0.000*	*Significant*
Parental Involvement (MV) and Reading Motivation (DV)	*0.630**	*0.000*	*Significant*

******Correlation is significant at the 0.05 level (2-tailed).

Meanwhile, the mediating effect of parental involvement on the relationship between vocabulary learning strategy and reading motivation of the student in secondary public schools were tested based on the Baron and Kenny (1986) four steps test. In this model, linear regression analysis was used to test the influence among variables. Meanwhile, multiple linear regression analysis was used for mediating test.

In Table 3, these are categorized as Steps 1 to 4. In step 1, vocabulary learning strategy as the independent variable significantly predicts reading motivation of the students with a p-value of .000 that is less than .05 level of significance (two-tailed) ($B=0.671$, $p<0.05$). In step 2, vocabulary learning strategy significantly predicts parental involvement, the mediator, with a p-value of .000 that is less than .05 level of significance (two-tailed) ($B=0.923$, $p<0.05$). In step 3, parental involvement significantly predicts reading motivation of the students with a p-value of .000 that is less than .05 level of significance (two-tailed) ($B=0.403$, $p<0.05$). Because the three steps (paths a, b and c) are significant, further mediation analysis through medgraph is warranted, involving the Sobel z test to assess the significance of mediation effect. Further, as gleaned in step 4, the effect of vocabulary learning strategy on reading motivation was found to be significant after mediated by parental involvement. Therefore, partial mediation took place since the effect was found to be significant at 0.05 level.

Table 3
Data Entry for the Different Paths

Independent Variable	(IV)	Vocabulary Learning Strategy
Dependent Variable	(DV)	Reading Motivation
Mediating Variable	(MV)	Parental Involvement

STEPS	
1. Path A (IV and DV)	
Reading Motivation regressed on Vocabulary Learning Strategy	
B (Unstandardized regression coefficient)	.671
e (Standard error)	.040
Significance	.000
2. Path B (MV and DV)	
Reading Motivation regressed on Parental Involvement)	
B (Unstandardized regression coefficient	.403
e (Standard Error)	.028
Significance	.000
3. Path A (IV and MV)	
Parental Involvement regressed on Vocabulary Learning Strategy	
B (Unstandardized regression coefficient	.923
e (Standard Error)	.069
Significance	.000
4. Combined Influence of MV and IV on DV	
Reading Motivation regressed on Parental Involvement and	
Vocabulary Learning Strategy	
Parental Involvement	
B (Unstandardized regression coefficient)	.220
Se (Standard Error)	.030
Beta (Standardized regression coefficient)	.345
Vocabulary Learning Strategy	
Beta (Standardized regression coefficient)	.477
Total R Square	.544

Moreover, the result of the computation of mediating effects is shown in Figure 5. The Sobel test yielded a z-value of 6.48 with a p-value of 0.000, which is significant at 0.05 level. This means that the partial mediation accounted for by reading attitude on the relationship of vocabulary learning strategy and reading motivation of the students is significant. In addition, the causal relationship between vocabulary learning strategy and reading motivation has been increased from a significant coefficient correlation value of 0.477 to 0.680, which is still significant, at the inclusion of parental involvement, the mediator variable.

Lastly, the figure shows the results of the computation of the effect size in the mediation test conducted between the three variables. The effect size measures how much of the effect of vocabulary learning strategy on the reading motivation of the students can be attributed to the indirect path. As shown in the figure, The ratio index obtain a value of 0.299 indicating that about 29.90 percent of the total effect of the independent variable on the dependent variable goes through the mediator variable, and about 70.10 percent of the total effect is either direct or mediated by other variables not included in the model.

Significance of Mediation		Significance
Sobel z value	6.48	p = .000
95% Symmetrical Confidence Interval		
Lower	.030	
Upper	.069	
Unstandardized Indirect Effect		
a*b	.200	
Se	.050	

Effect Size Measures	
Total:	.668
Direct:	.468
Indirect:	.200
Indirect to total ratio	.299

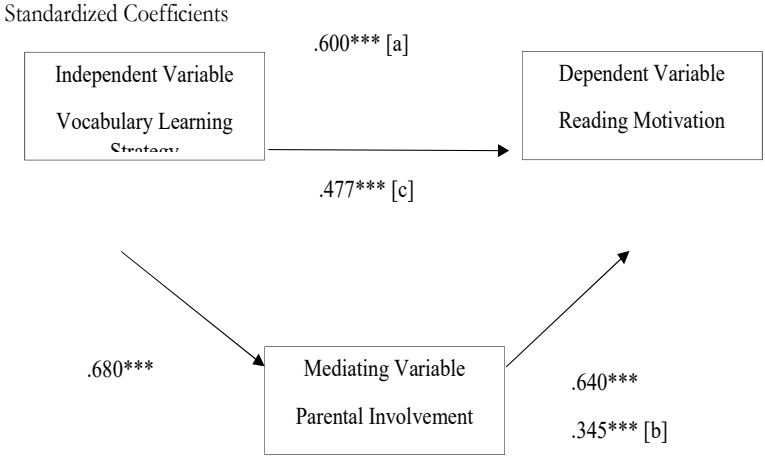


Figure 5. Mediation Model

Qualitative Results

Presented in Table 4 is the profile of the participants who were involved during the in-depth interview and focus group discussion. There were ten informants on IDI and seven participants in FGD. For the number of students per school, School Alpha had 5 participants, School Beta had 4 participants, School Gamma had 3 participants, School Delta had 3 participants, and School Epsilon had 2 participants- a total of 17 participants. The informants and participants were Grade 9-10 students from 5 public national high schools in Davao Region. There were eleven females and six male junior high school students. To protect the identity of the participants, the researcher made use of Student Number codes.

Table 4

Profile of the Participants

Pseudonym	Gender	Grade Level	School	Study Group
Student 1_P001	Female	Grade 9	School Beta	In-depth Interview
Student 2_P002	Male	Grade 9	School Beta	In-depth Interview
Student 3_P003	Female	Grade 9	School Alpha	In-depth Interview
Student 4_P004	Female	Grade 10	School Alpha	In-depth Interview
Student 5_P005	Male	Grade 9	School Alpha	In-depth Interview
Student 6_P006	Female	Grade 9	School Gamma	In-depth Interview
Student 7_P007	Female	Grade 10	School Gamma	In-depth Interview
Student 8_P008	Male	Grade 9	School Delta	In-depth Interview
Student 9_P009	Female	Grade 9	School Delta	In-depth Interview
Student 10_P0010	Male	Grade 9	School Epsilon	In-depth Interview
Student 1_P001	Male	Grade 9	School Alpha	Focus Group Discussion
Student 2_P002	Female	Grade 9	School Alpha	Focus Group Discussion
Student 3_P003	Female	Grade 9	School Beta	Focus Group Discussion
Student 4_P004	Female	Grade 10	School Beta	Focus Group Discussion
Student 5_P005	Male	Grade 9	School Gamma	Focus Group Discussion
Student 6_P006	Female	Grade 10	School Delta	Focus Group Discussion
Student 7_P007	Female	Grade 9	School Epsilon	Focus Group Discussion

Standpoints of the Participants on the Quantitative Results Regarding the Status of the Independent, Dependent, and Mediating Variable

Table 5 presents the standpoints of the participants on the quantitative results regarding vocabulary learning strategy, reading motivation, and parental involvement. The essential themes generated are as follows: confirmed high ratings of vocabulary learning strategy, reading motivation, and parental involvement.

Table 5

Standpoints of the Participants on the Quantitative Results Regarding the Status of the Independent, Dependent, and Mediating Variable

Level	Essential Theme	Typical Reason
Vocabulary learning Strategy *(Independent Variable)*	**Confirmed High Rating of Vocabulary Learning Strategy**	Students are taking notes for the new learned unfamiliar words. Students are using internet to learn new words from peers online. Internet was used to clarify the meaning of new learned words. Using online dictionary help enhanced students learning of newly learned words. Teachers assisted students to clarify the meaning of unfamiliar words.
Reading Motivation *(Dependent Variable)*	**Confirmed High Rating of Reading Motivation**	Perceiving themselves as good readers increase students' motivation in reading. The availability of reading materials enhance their reading motivation. Teachers were able to arouse students' learning motivation and interests, enhancing their consciousness of participation in classroom activities. Students are motivated to read to get good grades. Students read articles to have something to say during social gatherings.
Reading Motivation *(Mediating Variable)*	**Confirmed High Rating of Reading Motivation**	Parents actively participated in school-related activities. Parents continually communicated with teachers regarding students' academic status. Parents talk with teacher about student's performance

Confirmed High Rating of Vocabulary Learning Strategy. The participants expressed that they oftentimes utilized strategies that make their learning easier and more effective and can be used or transferred to other situations related to language learning. As they pointed out, using vocabulary learning strategies help them learn new vocabulary without the presence of their teacher. Hereunder are thee shared narratives of the participants: Student 1 shared how she was able to use vocabulary learning strategies to improve her vocabulary skills. She stated:

> Usually I write words, especially unfamiliar words, when I am reading books or e-books. I make a list and then look up the meaning of that word or words so that I know what they mean. (IDI_P001_1-12)

Using electronic mediums such as internet and other online software provide students opportunities to learn from distance. Through online interactions, students were able to interact with different students from different places with different backgrounds. Through their communication process they could learn new words which help them improve their vocabulary skills. Student 4 shared the instances where she was able to use internet to learn new words. She revealed that:

> Yes ma'am, most of the students now share their opinions online. Based on their opinions, I sometimes encountered new words, and then there were times when I used those words that I read online whenever I wanted to express my opinion. Especially those highlighted words. *(IDI_P004_24-31)*

Confirmed High Rating of Reading Motivation of the Students. The internalized reason for reading which pushes students to learn an English language are affected by several factors. Hence, most of the respondents voiced their experiences on what motivates them to engage in reading activity. Student 2 highlighted that being a good reader motivates her to engage more time on reading different materials. With conviction, she said:

> Usually, based on my observation of my environment before the pandemic, my classmates in our section are good readers because if my teacher asks a question regarding the reading activities, they can answer it. I've even got a challenge with myself to read, and I need to be a good reader to understand the discussions with the teacher and to widen my comprehension. (IDI_P002_97-112)

Confirmed High Rating of Parental Involvement. In this study, participants believed that the emotional and physical presence of the parents and being consistently presence for the students in times of their academic needs encouraged them to do well English class.

During FGD, Student 5 shared her experiences with her parents. With a smile, she said:

> Yes ma'am, I will agree, because if there are activities in school they will really attend, it is either my mother or my father. It depends on who is available with them. If my mother is busy, my father will be the one to attend. If my father is busy, my mother will be the one to attend. Sometimes, if there is a parent's day celebration, both will attend. (FGD_P005_246-258)

Standpoints of the Participants on the Quantitative Results

Shown in Table 6 are the standpoints of the participants on the mediating effect of parental involvement on the relationship between vocabulary learning strategies and reading motivation of the students. The table further reveals essential themes: confirmed relationship between vocabulary learning strategies and reading motivation and confirmed mediating effect of parental involvement on the relationship between vocabulary learning strategies and reading motivation of the students.

Table 6

Standpoints of the Participants on the Mediating Effect of Parental Involvement on the Relationship Between Vocabulary Learning

Strategy and Reading Motivation of the Students

Mediating Model	Essential Theme	Typical Reason
Significant Relationship of Vocabulary Learning Strategies and Reading Motivation of the Students	**Confirmed Relationship of Vocabulary Learning Strategy and Reading Motivation**	Utilization of vocabulary learning strategies promote independent learning resulting to enhance reading motivation. Self-directedness increase students motivation in learning. Students using vocabulary learning strategy are willing to read.
Significance on the Mediating Effect of Parental Involvement on the Relationship Between Vocabulary Learning Strategies and Reading Motivation of the Students	**Confirmed Mediating Effect of Parental Involvement on the Relationship Between Vocabulary Learning Strategies and Reading Motivation of the Students**	The mediating model is reliable. The influence of vocabulary learning strategy on the reading motivation can be enhance through parental involvement. In the absence of parental involvement, vocabulary learning strategy can contribute to student's reading motivation but to a lesser degree. The intervention of parental involvement increase student's interest to use vocabulary learning strategies to improve reading motivation.

Confirmed Relationship between Vocabulary Learning Strategies and Reading Motivation. The participants of this study confirmed the relationship between vocabulary learning strategy and reading motivation of the students as an essential theme, the following are the shared narratives of the participants: Student 2 expressed his view on the model particularly the relationship between vocabulary learning strategy and reading motivation of the students. In his word he said:

> I also agree, ma'am, for me to learn to be on my own without relying on my parents. That way, if there is no one who will teach you, you will shine even more. You will improve yourself without relying on anyone. (IDI_P002_468-474)

Confirmed Mediating Effect of Parental Involvement on the Relationship between Vocabulary Learning Strategies and Reading Motivation. Given the standpoints of the participants from the in-depth interview and focus group discussion, the participants confirmed the mediating effect of parental involvement on the relationship between vocabulary learning strategies and reading motivation of the students. The following are the shared views of the participants.

> Yes, ma'am, I agree that we really need the support of our parents since they serve as my motivation. When it comes to my studies, it is already my hobby to ask them if I have read something. If I find a word which I didn't understand, my mother will tell me you should do this for you to understand it. That is why I feel motivated to learn and read. IDI_P001_522-531

Data Integration of Quantitative and Qualitative Results

Illustrated in Table 7 is the joint display of data and information gathered for both quantitative and qualitative results or mixed methods design, specifically the explanatory sequential approach.

Table 7
Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Results	Quantitative Results	Nature of Integration
Level of Vocabulary Learning Strategy, Reading Motivation, & Parental Involvement 1.1. Level of Vocabulary Learning Strategy	-Vocabulary Learning Strategy of the Students acquired a mean score of 3.72 described as high. This means that vocabulary learning strategy is oftentimes manifested. (Refer to Table 1)	-Participants confirmed the high rating of vocabulary learning strategy in quantitative phase. Results of IDI and FGD indicates that students are using internet to search meaning for unfamiliar words. (Refer to Table 5)	-Connecting, merging (Confirmation)
1.2 Level of Reading Motivation	-Reading motivation of the students acquired a mean score of 3.57 described as high. This means that reading motivation is oftentimes observed. (Refer to Table 1)	-Participants confirmed the high rating of reading motivation in quantitative phase. Results of IDI and FGD indicates that the availability of reading materials enhance their reading motivation. (Refer to Table 5)	-Connecting, merging (Confirmation)

1.3 Level of Parental Involvement	-Parental involvement of the students acquired a mean score of 3.57 described as high. This means that reading motivation is oftentimes evident. (Refer to Table 1)	-Participants confirmed the high rating of parental involvement in quantitative phase. Results of IDI and FGD indicates that parents continually communicated with teachers regarding students academic status. (Refer to Table 5)	-Connecting, merging (Confirmation)
2. Mediating Model 2.1 Relationship Between Vocabulary Learning Strategy and Reading Motivation	There is a significant relationship Vocabulary Learning Strategy and Reading Motivation ($r= 0.680$, $p<0.05$). (Refer to Table 2)	-Participants have agreement on the support of the relationship between Vocabulary Learning Strategy and Reading Motivation. (Refer to Table 6)	-Connecting, merging (Confirmation)
2.2. Mediating effect of parental involvement in the relationship between vocabulary learning strategy and reading motivation	- Significant ($p<0.05$) partial mediating effect of parental involvement on the relationship between vocabulary learning strategy and reading motivation ($z = 6.48$) (Refer Computation in Figure 5)	- The majority of informants/ participants expressed their positive ideas on the support of TBLT to ELE in influencing ATLEL. (Refer to Table 6)	-Connecting, merging (Confirmation)

Level of Students' Reading Motivation. For the level of reading motivation, it is revealed that the mean of the eleven indicators ranges from 2.32 to 3.78 which denotes high level of reading motivation. The qualitative data confirms the quantitative data as the informant showed positive response on the following domains: availability of reading materials, positive self-concept, getting high grades, and social interaction. Thus, the nature of integration is connecting-merging-confirmation.

Level of Parental Involvement. For the status of parental involvement, it is shown that parental involvement acquired an overall mean of 3.57 which indicates a level of parental involvement. The qualitative data confirms the quantitative data as the informants showed the presence of parental

involvement in the core ideas or typical reasons generated from their responses, hence connecting-merging-confirmation is the nature of integration.

Relationship between Vocabulary Learning Strategy and Reading Motivation of the Students. The significant relationship between the independent variable with the dependent variable which is confirmed by the data gathered in the qualitative phase of the study. The participants express their ideas on the importance of the vocabulary learning strategy to students' reading motivation, hence connecting-merging-confirmation is the nature of integration.

On the mediating Effect of Parental Involvement on the Relationship Between Vocabulary Learning Strategy and Reading Motivation of the Students. There is partial mediation of parental involvement on the relationship between vocabulary learning strategy and reading motivation of the students. The qualitative data confirms the quantitative data since the informants expressed their ideas on the help of parental involvement vocabulary learning strategy influencing students' reading motivation.

DISCUSSION

The level of vocabulary learning strategy acquired a high descriptive rating. This finding supports the view of Wilsom and Conyer (2018) that vocabulary learning strategies could serve as learning tools for students in order for them to to acquire vocabulary and make them become responsible for their own learning.

The level of reading motivation obtained a high descriptive rating. This finding is congruent to the view of Hussain et al. (2020) that motivation is a factor that pushes students to engage in reading activity. It plays a crucial role in learning achievement. Mahadi and Jafari (2012) noted that applying several motivational strategies in learning would bring positive results on students. Likewise, Alhamdu (2015) pointed out that motivation is considered important in reading engagement that affects results of reading achievement and school success.

The parental involvement among the schools in Region XI acquired high descriptive rating. This finding is congruent to the result of the study of Durisic and Bunijevac (2017) that parental academic support is an effective tool that encourage children's and adolescents' achievement in many ways.

There is a significant relationship found between vocabulary learning strategy and reading motivation of the students. This suggests that a change in the status of between vocabulary learning strategy may affect the reading motivation of the students. This conforms the proposition of Wong (2015) that vocabulary learning strategy is an important factor to reading motivation and comprehension development since readers need to learn the meaning of unfamiliar words to enable them to fully understand the plot of a story or to better comprehend what they read.

There is a significant relationship between vocabulary learning strategy and parental involvement. Lastly, parental involvement has a significant relationship with the reading motivation of the students. Wang and Sheikh-Khalil (2014) found that parental involvement is associated with motivation to read, while Jung and Zhang (2016) found indirect effects of parental involvement on academic achievement through educational aspiration. Also, Núñez et al. (2015) found both direct and indirect effects of parental involvement in homework at different school levels and found different associations according to different school levels.

Through medgraph (Jose, 2003) the mediation model was generated. The model denotes that vocabulary learning strategy influence students' reading motivation with the inclusion of parental involvement. However, if parental involvement is removed, there is still a relationship but not that strong. Therefore, this is partial mediation since the mediating variable, which is parental involvement is only responsible for a part of the relationship between vocabulary learning strategy and reading

motivation. Since, it is only partial mediation that took place, it could not be concluded that parental involvement is the main factor that contributed on the influence of vocabulary learning strategy on the reading motivation of the students. As to the claim of Jose (2003), full mediation rarely happens, thus, the findings of the current study is reasonable.

The participants confirmed the high rating for vocabulary learning strategy as acquired in the quantitative results of the study. According to them, the use of internet and online dictionaries allows them to search meanings for the unfamiliar words, thus, increasing their vocabulary. With these affirmations of the participants on the status of their vocabulary learning strategy, it could be said that these practices describes high level of vocabulary learning strategy since it agrees to the views of various authors (Benson, 2001; de la Garza & Harris, 2017; Dörnyei & Kubanyiova, 2014; Kalmari, 2017) that vocabulary learning strategy could help students to become autonomous learners so that students will take more responsibility for their learning.

The high rating of student's reading motivation in the quantitative results is supported by the participants in relation to positive self-concept, availability of materials, teacher's assistance, grade factors, and social interaction. The students highly agreed that they read English language just as the form of their responsibilities in reading classes. The above-mentioned perceptions characterized high level of reading motivation since it agrees to the view of several authors (Alhamdu, 2015; Carroll & Fox, 2017; Hussain et al., 2020; Lai, 2013) that motivated students tend to engage in learning activities that help them to learn and achieve the learning goal because they will pay attention and use the time effectively during teaching and learning in the class.

The high rating of parental involvement in the quantitative results is supported by the participants' narratives acquired based in-depth interview and focus group discussion. These views describe high level of parental involvement since it is parallel to the views of various authors (Chen, 2021; Delgado, 2020; Durisic & Bunijevac, 2017; Langevine, 2020) that parental involvement is an effective tool that encourage children's and adolescents' achievement in many ways.

During the in-depth interview and focus group discussion the informants confirmed the quantitative result that confirmed relationship between vocabulary learning strategy could influence the reading motivation of the students. The result supports the anchored proposition by Wong (2015) that vocabulary learning strategy is an important factor to reading motivation and comprehension development since readers need to learn the meaning of unfamiliar words to enable them to fully understand the plot of a story or to better comprehend what they read.

The participants' standpoints confirmed the mediating effect of parental involvement on the relationship between vocabulary learning strategy and reading motivation of the students. This view is congruent to the view of Kalaycı and Öz (2018) that students with involved parents are more likely to have better strategy in learning new words, higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

CONCLUSIONS

The high level of reading motivation of the students indicates that students oftentimes felt the push factor that leads them to reading activity. For them, the availability of reading materials and assistance of teachers enhance their reading motivation. The high level of parental involvement indicates that the emotional and physical presence of the parents, and being consistently dependable for the students in times of their academic needs is oftentimes evident. This shows that parental involvement is an effective tool that encourages children's and adolescents' achievement in many ways. The result showed that there is a significant relationship between vocabulary learning strategy and reading motivation of the students. This means that a change in vocabulary learning strategy corresponds to a change in reading motivation of the students. Parental involvement significantly and partially mediates the relationship between vocabulary learning strategy and reading motivation of the

students. Since it is partial mediation, it could not be claimed that parental involvement is the reason of the relationship between vocabulary learning strategy and reading motivation of the students. This implies that parental involvement is only one of the reasons. The quantitative results were further substantiated by essential themes that emerged during the thematic analysis of the qualitative data, generally confirming the results of the quantitative aspects of the study. The confirmation of the quantitative findings by qualitative results during the integration of the results provided concrete evidence of essential themes that emerged in both phases. This also provided an in-depth understanding of the students' reading motivation with essential themes that emerged. The themes identified helped strengthen and explain the profoundness of the level of the variables under the study as well as the mediating role of parental involvement on the relationship between vocabulary learning strategy and reading motivation of the students.

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