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Student's Preferences Towards Parent's Decisions in Family Business Management and its Impact on Learning Motivation

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Abstract

This study examines the preferences of Management Study Program students at Universitas Pelita Harapan (UPH) Medan Campus regarding how their parents manage the family business and how these preferences influence students' academic learning motivation. Data were collected from one hundred respondents representing the student population using a quantitative approach. The results of the analysis indicate that students' preferences toward their parents' decision-making in the family business have a significant effect on their motivation to learn; students who show stronger preferences for involvement in the family business tend to exhibit higher academic learning motivation. These results give parents and teachers fresh perspectives on how family business choices influence students' learning settings. Additionally, this study highlights the significance of creating holistic and integrative teaching methods, especially in situations when family financial decisions affect students' academic and professional growth. The results could be used as a basis for developing more flexible teaching methods in both formal education and family business management situations.

Keywords: *Student's Preferences, Parent's Decision, Family Business, Learning Motivation.*

INTRODUCTION

Family businesses have become essential to the economy in many countries, including Indonesia, contributing not only to household income but also to employment creation and local economic resilience. Family businesses serve as social institutions through which values, norms, and intergenerational responsibilities are passed on beyond their economic function. Dalam masyarakat Indonesia, terutama di kota-kota seperti Medan, where family-owned businesses control the local economy, children are often expected to become involved in family business from an early age. This expectation places university students from family business backgrounds in a difficult position because they have to balance academic obligations with family responsibilities and future career expectations.

The majority of previous research on learning motivation has been based in conventional educational contexts and has focused on elements like individual psychological characteristics, learning environments, and teaching strategies. These approaches, however, frequently fail to take into account the special circumstances of students who play two roles at the same time: learners and possible successors in family companies. This leads to a significant theoretical and empirical gap: traditional theories of motivation seldom take into consideration the impact of family business dynamics and parental decision-making on students' academic motivation, especially in collectivist cultures where family expectations and parental authority are still highly valued.

Parental choices about business management, such as expectations of participation, succession planning, or career autonomy, can have a big impact on how students from family business families view the value of their education. While some students regard higher education as a means of preparing for leadership positions in the family business, others see it as a means of achieving professional independence outside of the family business. Students' intrinsic and extrinsic motivation to learn can be significantly impacted by these divergent preferences on parental choices, which go beyond simple attitudes. Nevertheless, there is

still a dearth of empirical study on students' preferences for parental decision-making as a factor influencing learning motivation, particularly in the context of higher education in Indonesia.

Self-Determination Theory (SDT) offers a useful theoretical framework for comprehending this occurrence. According to SDT, the satisfaction of three fundamental psychological needs—autonomy, competence, and relatedness—has a significant impact on learning motivation. Depending on whether parents permit kids to participate voluntarily or enforce predefined career trajectories, parental involvement in family business situations may either strengthen or weaken students' autonomy. Students' intrinsic motivation to learn may decline when they view parental decisions as controlling; on the other hand, learning motivation may increase when parental guidance fosters competence development and autonomy. According to Ryan et al. (2009), the quality of involvement is a product of a social context that encourages autonomy rather than just an individual characteristic, as suggested by SDT. This confirms that parental support is the driving force behind the conversion of external family expectations into internalized learning motivation in the context of family businesses (Ryan et al., 2009).

Furthermore, family systems theory contends that a person's motivations and actions are inextricably linked to the family structure in which they are entrenched. Students' motivation to learn is a relational rather than an individual occurrence in family companies because academic decisions are frequently entwined with family roles, expectations, and long-term succession plans.

This issue has grown in importance at the Universitas Pelita Harapan (UPH) Medan Campus, where a sizable percentage of students are from family business backgrounds. Many students are juggling expectations from their parents for business sustainability with their own academic goals. There is still a dearth of comprehensive empirical data, though, that explains how students' preferences for parental choices about the management of family enterprises affect their drive to learn. Thus, the purpose of this study is to investigate how students' preferences for parental decision-making in family business management affect their motivation to learn. It is anticipated that by filling this gap, the study will theoretically advance the integration of motivation theory and family business studies and practically advance the creation of more contextually aware teaching methods for parents, teachers, and family business higher education institutions.

RESEARCH METHODS

This study is quantitative. c In order to investigate how student preferences affect parental decisions about family business involvement and how those decisions subsequently affect students' motivation to learn, this study uses a quantitative approach with a survey method.

Sampling and Population Students enrolled in Pelita Harapan University's Management Study Program at the Medan Campus make up the research population. Because the population is naturally arranged into academic cohorts (classes), cluster sampling is the most appropriate method used in this investigation. Instead of choosing individuals in isolation, cluster sampling ensures that the sample encompasses the unique academic levels and social dynamics of various year groups and improves logistical efficiency. About 100 respondents from five distinct classes from the 2022, 2023, and 2024 cohorts make up the sample.

Variable Operationalization The variables are operationalized as follows in order to offer a thorough analysis: Student Preferences (X): Determined by measures of career interest, perceived decision-making autonomy, and compatibility between individual passion and the core of the family business. Learning Motivation (Y): Based on Self-Determination Theory (SDT), this study assesses extrinsic motivation (such as academic achievement influenced by familial expectations, succession duties, or outside rewards) as well as intrinsic motivation (such as innate interest in business subjects and a self-driven drive for mastery).

Gathering and Examining Data Microsoft Forms were distributed to the selected clusters in order to collect data. SPSS Ver. 25 was used to conduct the analysis, which included:Tests for validity and reliability are used to make sure that every questionnaire item measures the desired concept accurately and yields consistent findings. Descriptive Analysis: To describe the frequency, mean, and standard deviation of parental choices, learning motivation, and student preferences. To determine the causal relationship between the dependent variable (learning desire) and the independent variables (student preferences and parental choices), use simple linear regression.

RESULTS

This study intends to examine how Universitas Pelita Harapan (UPH) Medan Campus Management Study Program students' preferences on parental choices in running family businesses affect their academic learning motivation. The analysis conducted shows a significant influence of student preferences towards parental decisions in the context of family businesses on learning motivation, where higher preferences related to involvement in family businesses encourage increased academic motivation. Furthermore, this study emphasizes the importance of developing an integrative and holistic educational approach, especially in situations where family economic decisions intersect with students' academic and professional development. These findings can be used as a basis for designing more adaptive educational strategies, both in terms of managing family businesses and from the perspective of developing stronger learning motivation among students.

After conducting the Respondent Demographic Descriptive Test, the results obtained are in accordance with the table below.

Respondent Demographic Descriptive Test

Tabel 1. Descriptive statistics table of the respondents' demographic data

Statistics

		Usia	Jenis Kelamin	Prodi	Tahun Masuk
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		3.85	1.60	1.20	2.19
Minimum		1	1	1	1
Maximum		7	2	2	4

The following is an explanation of each variable based on the descriptive statistics table of the respondents' demographic data:

The age variable had a mean of 3.85, a minimum of 1, and a maximum of 7. This shows that the majority of responses were clustered in the middle age groups, but they were dispersed among a number of predetermined age groups. According to the data, most responders were in the age range of typical undergraduates.

The gender mean was 1.60, with a minimum of 1 and a maximum of 2. This result suggests that there were somewhat more female respondents than male respondents, assuming the classification of 1 = male and 2 = female. This indicates that female students participated in the study at a higher rate.

The study program (Prodi) variable had values between 1 and 2, with a mean value of 1.20. This shows that while a smaller percentage came from another relevant program, the majority of respondents were enrolled in the Management Study Program. This distribution is consistent with the research focus on management students.

The year of entry variable ranged from a minimum of 1 to a maximum of 4, with a mean of 2.19. This implies that the respondents were more concentrated in the more recent cohorts and came from a variety of intake years. The fluctuation suggests that students from several academic batches are represented in the sample.

Despite differences in age and year of enrollment, the descriptive data generally indicate that the respondents' academic backgrounds were rather uniform. In the area of family business management, this demographic profile is suitable for analyzing student preferences and learning motivation.

Respondent Characteristics

Table 2. Descriptive statistics table of the respondents' age

Usia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17 tahun	1	1.0	1.0	1.0
	18 tahun	2	2.0	2.0	3.0
	19 tahun	25	25.0	25.0	28.0
	20 tahun	64	64.0	64.0	92.0
	21 tahun	3	3.0	3.0	95.0
	22 tahun	1	1.0	1.0	96.0
	23 tahun	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

The majority of the study's respondents fell into the average college age range, according to the age distribution data. Twenty-year-olds made up the biggest percentage of responders (64.0% of the sample as a whole). This suggests that the majority of participants were midway through their undergraduate education.

With 25.0% of the sample, respondents who were 19 years old made up the second-largest group. 89.0% of all respondents were between the ages of 19 and 20, indicating a very concentrated age distribution within this group.

There were fewer responses who did not belong to this predominant age group. 3.0% of the sample's responders were 21 years old, 1.0% were 22, and 4.0% were 23. However, only 3.0% of respondents were in the 17–18 age range, indicating an underrepresentation of younger age groups.

The majority of respondents were young people, and the age distribution indicates that the sample was generally homogeneous in terms of age. This homogeneity reduces age-related variability that could affect the study's findings, making it suitable for investigating learning motivation and preferences among college students.

Table 3. Descriptive statistics table of the respondents' Gender

Jenis Kelamin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Laki-Laki	40	40.0	40.0	40.0
	Perempuan	60	60.0	60.0	100.0
	Total	100	100.0	100.0	

Women Predominate: Of the 100 respondents, 60% were female, making up the majority of respondents. • Male Proportion: Of the 100 responders, only 40% were men.

This distribution shows that in this survey or research, female participation was higher than male participation, with a significant difference between the two groups.

Table 4. Descriptive statistics table of the respondents' Prodi

Prodi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Management	80	80.0	80.0	80.0
	Hospitality Management	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

This distribution reveals that the majority of responders are from the Management study program, with a few coming from the Hospitality Management study program. This indicates that only the Management study program was used as a sample.

Table 5. Descriptive statistics table of the respondents' Intake (Tahun masuk)

Tahun Masuk

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2021	2	2.0	2.0	2.0
	2022	78	78.0	78.0	80.0
	2023	19	19.0	19.0	99.0
	2024	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Although there is fluctuation in the entering year among respondents, with some falling into the lower categories, this distribution indicates that overall, the data indicates that the bulk of respondents are from the 2022 Intake Year.

Validity Test

a. Student Learning Motivation (Y)

Table 6. Validity Test Results for the Student Learning Motivation Variable

No.	R count	R table	Information
1	0.695	0.1966	Valid
2	0.720	0.1966	Valid
3	0.683	0.1966	Valid
4	0.700	0.1966	Valid
5	0.651	0.1966	Valid
6	0.779	0.1966	Valid
7	0.751	0.1966	Valid
8	0.794	0.1966	Valid
9	0.717	0.1966	Valid
10	0.672	0.1966	Valid

The values obtained for r count Y1 (0.695), r count Y2 (0.720), r count Y3 (0.683), r count Y4 (0.700), r count Y5 (0.651), r count Y6 (0.779), r count Y7 (0.751), r count Y8 (0.794), r count Y9 (0.717), and r count Y10 (0.672) > r table (0.1966).

b. Student Preferences towards Parental Decisions in Family Business Management (X)

Table 7. Validity Test Results for the Student Variable Student Preferences towards Parental Decisions in Family Business Management

No.	R count	R table	Information
1	0.739	0.1966	Valid
2	0.591	0.1966	Valid
3	0.678	0.1966	Valid
4	0.769	0.1966	Valid
5	0.772	0.1966	Valid
6	0.751	0.1966	Valid
7	0.662	0.1966	Valid
8	0.775	0.1966	Valid
9	0.700	0.1966	Valid
10	0.728	0.1966	Valid

The values obtained for r count X1 (0.739), r count X2 (0.591), r count X3 (0.678), r count X4 (0.769), r count X5 (0.772), r count X6 (0.751), r count X7 (0.662), r count X8 (0.775), r count X9 (0.700), and r count X10 (0.728) > r table (0.1966).

Reliability Test

Table 8. Reliability Test Results of Student Learning Motivation

Variables	R	Cronbach Alpha	Information
Student Learning Motivation (Y)	0.891	0.60	Reliable

Table 9. Case Processing Summary

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Table 10. Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.891	10

Table 11. Reliability Statistic

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	35.48	34.171	.614	.881
Y2	35.66	33.499	.638	.879
Y3	35.31	35.529	.617	.882
Y4	35.61	33.493	.610	.881
Y5	35.98	33.373	.537	.888
Y6	35.37	33.650	.721	.874
Y7	35.68	32.987	.675	.877
Y8	35.45	33.321	.736	.873
Y9	35.71	32.673	.622	.881
Y10	35.25	35.260	.599	.882

Instrument Y was deemed reliable based on the analysis of the preceding table, which yielded a Cronbach's Alpha value (0.891) > 0.60.

Table 12. Reliability Test Results of Student Learning Motivation

Variables	R	Cronbach Alpha	Information
Student Preferences towards Parental Decisions in Family Business Management (X)	0.895	0.60	Reliable

Table 13. Case Processing Summary

Case Processing Summary

		N	%
Cases	Valid	99	99.0
	Excluded[a]	1	1.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Table 14. Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.895	10

Table 15. Reliability Statistic

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	32.51	41.232	.655	.884
X2	31.84	45.729	.515	.892
X3	32.11	43.345	.607	.887
X4	32.12	42.904	.713	.881
X5	32.58	41.083	.701	.881
X6	32.54	41.129	.671	.883
X7	32.35	43.496	.592	.888
X8	32.24	42.655	.735	.880
X9	32.48	41.946	.612	.887
X10	32.78	40.807	.637	.886

Instrument X was deemed reliable based on the analysis of the preceding table, which yielded a Cronbach's Alpha value (0.895) > 0.60.

Classical Assumption Test

a. Normality Test

Tabel 16. Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Y	.098	100	.020	.966	100	.012
X	.096	100	.023	.972	100	.033

a. Lilliefors Significance Correction

According to the examination of the aforementioned table, the residual value is not normally distributed if the significance values of Y (0.012) and X (0.033) are less than 0.05.

We perform step 2 since the residual values are not regularly distributed: Non-Parametric Test, or NPar Test.

Tabel 17. One Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		100
Normal Parameters[a,b]	Mean	39.5000000
	Std. Deviation	4.66318638
Most Extreme Differences	Absolute	.096
	Positive	.096
	Negative	-.060
Test Statistic		.096
Asymp. Sig. (2-tailed)		.023[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The data is still not normally distributed because, according to the analysis of the preceding table, the sig value (2-tailed) 0.023 is smaller than 0.05.

Significance scores below 0.05 for both variables (sig Y = 0.012; sig X = 0.033) in the normality test findings demonstrated that the residuals were not normally distributed. The Kolmogorov–Smirnov test further confirmed this result (sig = 0.023).

The normality test results indicate that the data are not normally distributed, as the significance values for both variables (sig Y = 0.012; sig X = 0.033) and the Kolmogorov–Smirnov test (sig = 0.023) are below the 0.05 threshold, suggesting non-normal residuals.

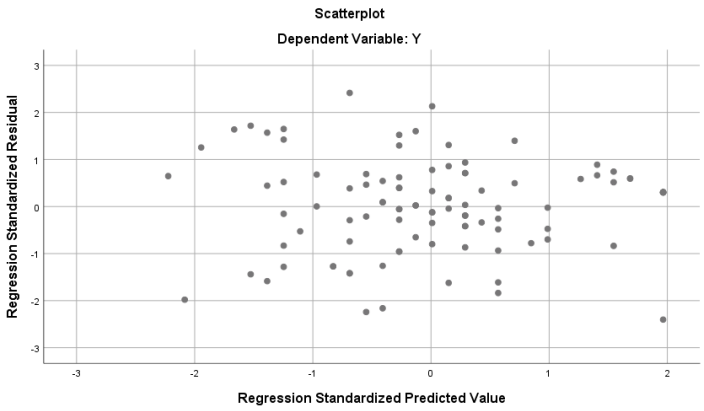
Regression analysis was done cautiously because of small deviations from the normalcy assumption at the individual response level. Nonetheless, the regression estimates are nonetheless reliable under the Central Limit Theorem (CLT) due to the comparatively high sample size (N = 100). Even in cases when individual responses are not normally distributed, a sample size of 100 offers a solid foundation for assuming that the sampling distribution of the mean is normal. Since learning motivation is assessed using Likert-scale items, which usually have mild to moderate skewness, this condition is very relevant.

According to empirical data from (Aziz et al., 2025), normal approximation is reached at or close to N = 100 in such circumstances. As a result, using parametric regression analysis in SPSS is still statistically acceptable and enables trustworthy hypothesis testing even in the presence of non-normal residuals.

The real complexity of human desire and family dynamics is rarely captured by a "one-size-fits-all" normal distribution; sociologically, this non-normality represents the respondents' diverse family business structures and socioeconomic backgrounds.

b. Heteroscedasticity Test

Tabel 18. Sactterplot



The graphic analysis above indicates that there is no heteroscedasticity because there is no discernible pattern, such as dots dispersed above and below the number 0 on the Y axis.

The author performed a formal Glejser Test to supplement the scatterplot's visual analysis and offer a more conclusive statistical conclusion about homoscedasticity. To objectively confirm if the variance of the residuals stays constant throughout the independent variable, this step was crucial.

Tabel 19. Heteroscedasticity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.107	.000		.	.
	X	.651	.000	1.000	.	.

a. Dependent Variable: Abs_Res

It was determined that there was a heteroscedasticity issue based on the examination of the above table, which yielded a sig value of X (0) < 0.05.

The scatterplot analysis suggested homoscedasticity because there was no discernible residual distribution pattern. Nonetheless, the Glejser test revealed heteroscedasticity with a significance value of 0.000 ($p < 0.05$).

As a result, heteroscedasticity is acknowledged in this work, and the regression results are interpreted with caution. Although heteroscedasticity may have an impact on the standard errors, it does not invalidate the regression coefficients.

c. Multicollinearity Test

Tabel 20. Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	16.107	2.280		7.064	.000		
	X	.651	.062	.726	10.460	.000	1.000	1.000

a. Dependent Variable: Y

According to the examination of the above table, the VIF value is X (1,000) < 10.00 and the tolerance value is X (1,000) > 0.100. Because there is just one independent variable in the regression model, this outcome is expected.

Hypothesis Testing

a. Test of Determination Coefficient

Tabel 21. Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.726[a]	.528	.523	4.436

a. Predictors: (Constant), X

Student preferences about parental decisions in running family businesses account for 52.8% of the variation in learning motivation, according to the coefficient of determination (R^2) value of 0.528. Other factors not included in this model have an impact on the remaining 47.2%.

b. b.Simple Linear Regression Test

Tabel 22. Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.107	2.280		7.064	.000
	X	.651	.062	.726	10.460	.000

a. Dependent Variable: Y

The simple linear regression model is expressed as follows:

Y = 16.107 + 0.651X

According to the regression coefficient, students' drive to learn increases when their preferences for parental choices in family business management rise.

The constant value of 16.107 shows that student learning motivation (Y) stays at 16.107 when student preferences toward parental choices in running family businesses (X) are zero.

The regression coefficient of 0.651 shows that student learning motivation increases by 0.651 units for every unit rise in student preferences about parental choices in running family businesses.

c. F Test

Tabel 23. ANOVA F Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2152.785	1	2152.785	109.414	.000[b]
	Residual	1928.215	98	19.676		
	Total	4081.000	99			

a. Dependent Variable: Y

b. Predictors: (Constant), X

With a significance value of 0.000 ($p < 0.05$), the F-test findings indicated that the computed F value (109.414) was greater than the F-table value (3.94). This shows that the regression model can explain the relationship between the variables and is statistically feasible.

d. t-test

Tabel 24. Coefficients T-Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.107	2.280		7.064	.000
	X	.651	.062	.726	10.460	.000

a. Dependent Variable: Y

The t-test results showed that the calculated t value (10.460) exceeded the t-table value (1.660) with a significance value of 0.000 ($p < 0.05$). This result indicates that student preferences toward parental decisions in managing family businesses have a positive and significant effect on student learning motivation. Thus, H_1 is accepted and H_0 is rejected.

DISCUSSION

The statistical results of this study indicate a significant positive influence of student preferences regarding parental decisions in family business management on their learning motivation. However, beyond the numerical data, these findings reveal a profound reflection of the socio-cultural dynamics specific to the student population at UPH Medan Campus.

1. Medan's Cultural Background and Parental Power Parental authority is frequently seen as a guiding framework for future security rather than an external restraint in Medan, which is known for its strong family-entrepreneurship culture, especially among the Batak and Chinese-Indonesian groups. According to the results, UPH Medan students do not view their parents' business activity as "interference." Rather, there is a cultural value of "family legacy" where offspring feel obligated to continue the enterprise that their forebears started for moral and societal reasons. Parental advice, which may be viewed as "controlling" in more individualistic cultures, is considered as "supportive" in this situation, which increases learning motivation. This is explained by cultural alignment.
2. Self-Determination Theory (SDT) in Synthesis According to Self-Determination Theory (Ryan, R. M., & Deci, 2017), students' high levels of motivation point to a successful internalization process. The local ideals of filial piety and family harmony enable students to incorporate these external expectations into their personal identities, even when the original push to join a family company may be extrinsic. Students' demand for relatedness a connection to family is met when their choices coincide with those of their parents. Students are driven to learn not only for their own benefit but also to make sure they have the skills necessary to run the family business in the future because of this gratification, which acts as a stimulant for academic engagement.
3. Motivation's Relational Nature Academic success is frequently seen in Medan's family systems as a group accomplishment rather than a strictly individual one. The findings support the idea that learning motivation is a "relational phenomenon" in which students are motivated by a desire to fulfill their families' expectations and ensure their long-term succession plans. Students' career uncertainty is lessened when parents give a clear path through the family business, enabling them to concentrate their academic efforts with a specific, goal-oriented objective.

Results show that student achievement and well-being are correlated with intrinsic drive, while persistence is especially strongly correlated with personal value (identified regulation). Indicators of ill-being were favorably correlated with ego-involved motives (introjected regulation), but they were also positively correlated with performance goals and persistence. External regulation, or motivation based on the desire to receive rewards or stay out of trouble, was linked to lower well-being but not to performance or perseverance. Lastly, low results were linked to amotivation. The degree to which different motivation types uniquely predict results is further estimated by relative weights analysis, which emphasizes that recognized regulation and intrinsic motivation are probably important determinants for school adjustment (Howard et al., 2021).

Although the Howard et al. (2021) meta-analysis emphasizes that identified regulation is a significant predictor of academic persistence, our research expands on this conclusion by showing how family business participation functions as a particular stimulant for this regulation. Students in Medan view parental business decisions as a kind of "relational support," in contrast to the broader educational contexts Howard researched, where outside forces frequently diminish well-being. In contrast to strictly individualistic academic aims, this shows a cultural complexity where external family expectations are successfully internalized, providing the demands for competence and relatedness and eventually driving higher learning motivation.

The current study uses an adapted HAPA framework to identify the psychosocial determinants of PSB (Parental Supportive Behaviour) in light of the pressing need for behavior change interventions that improve PSB in enhancing children's 24-HMB. This study adds to the body of empirical data showing the usefulness of volitional and motivational aspects from the HAPA (health action process approach) framework in predicting PSB for kids' 24-HMB. The results also show how important prior conduct and affective attitude are in determining PSB. These results can be used as a basis for creating interventions that support children's healthy 24-HMB (hour movement behaviours) by encouraging regular PSB (Liang et al., 2025).

Although show how well the HAPA framework predicts parental support for physical health, our study uses the SDT lens to apply a similar reasoning to the academic incentive area. The finding that parental choices in a family business setting serve as a "psychosocial determinant" akin to the supporting behaviors observed in health interventions is what makes this research distinctive. Our results, however, indicate that

in the context of Medan's family businesses, the alignment of student preferences with parental management decisions creates a volitional bridge that directly enhances academic engagement and learning persistence, in contrast to the physical movement behaviors studied by Liang et al.

CONCLUSION

According to the study's findings, UPH Medan management students' preferences for parental choices in family business management greatly boost their enthusiasm to learn. According to the statistical research, students' involvement and interest in the family business account for 52.8% of their motivation.

Three key conclusions result from the synthesis of findings:

Positive Internalization: Inspiration is not coerced. In Medan, students frequently embrace and take on their parents' business objectives as their own. Their psychological requirements for relatedness, competence, and autonomy are met by this process, which transforms familial expectations into a personal motivation to work more in school.

Cultural Strength: Parental guidance in Medan is perceived as "support" rather than "control." Academic success becomes a shared family objective due to the principles of filial piety and family legacy, which lowers future uncertainty and simplifies the student's career route.

Scientific Validity: Despite any statistical variation (non-normality) in the data, the findings are nonetheless trustworthy and legitimate. A typical "perfect" data set might overlook the real-world complexity of family business interactions, which the study successfully captures using a sample of 100 students.

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