

# The Relationship between Parental Support and Academic Motivation among Grade 11 Humanities and Social Sciences Students

Liancy Jean Altomera, Jessabel Magyano, Mailyng Digbas, Christine Hidalgo, Althea Clair Magadan, Uziel Ann Manlupig, Jazia Suela, Jastine Thumper Palanay, Jonalyn J. Carciller, Rodolfo V. Carciller, Jr, Aires Jean E. Duave, Joliber C. Benalon

Lantapan National High School-Senior High School

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## ABSTRACT

Parental support plays a critical role in shaping students' academic motivation and engagement. Grounded in Self-Determination Theory, this study examined the relationship between parental support and academic motivation among Grade 11 Humanities and Social Sciences (HUMSS) students at Lantapan National High School during the School Year 2025–2026. A descriptive–correlational design was employed with 138 students selected through simple random sampling. Data were collected using an adapted and validated survey instrument measuring parental support and four dimensions of academic motivation: strive, participation, willingness to work, and maintaining academic work.

The instrument demonstrated good internal consistency (Cronbach's alpha = .87). Descriptive statistics and Pearson correlation were used for data analysis. Results revealed a high level of parental support ( $M = 3.44$ ,  $SD = 1.00$ ). Academic motivation was high in terms of strive ( $M = 3.89$ ,  $SD = 0.94$ ) and maintaining academic work ( $M = 3.80$ ,  $SD = 0.88$ ), while participation ( $M = 3.21$ ,  $SD = 0.95$ ) and willingness to work ( $M = 3.17$ ,  $SD = 0.93$ ) were moderate. Significant positive correlations were found between parental support and all motivation dimensions ( $r = .269-.435$ ,  $p < .01$ ). Findings suggest that parental support contributes to students' motivation by fulfilling psychological needs for relatedness, competence, and guidance. The study highlights the importance of strengthening home–school partnerships to enhance sustained academic engagement.

**Keywords:** parental support, academic motivation, student engagement, senior high school, Philippines

## INTRODUCTION

Academic motivation is a fundamental determinant of students' engagement, persistence, and academic success. Students who are highly motivated demonstrate stronger commitment to learning tasks, sustained effort, and higher achievement outcomes. According to Ryan and Deci (2016), motivation is influenced by both internal and external factors, including social environments such as family support.

Among these factors, parental support remains one of the most influential contributors to students' academic motivation. Parents serve as primary agents of socialization, shaping learners' attitudes, values, and behaviors toward education. Through encouragement, monitoring, and emotional support, parents influence how students perceive and respond to academic demands.

Recent studies emphasize that parental involvement continues to play a critical role in students' motivation and engagement, particularly in secondary education where learners face increasing academic pressures. For instance, Wang et al. (2022) found that parental emotional support significantly predicts students' academic engagement and persistence. Similarly, Benabou et al. (2021) highlighted that parental guidance enhances students' self-regulation and motivation across diverse contexts.

In the Philippine setting, parental involvement is especially important due to strong family-oriented cultural values. However, variations in parental engagement may result in differing levels of student motivation. At Lantapan National High School – Senior High School, observable differences in students’ participation, effort, and persistence suggest that parental support may play a role in shaping these outcomes.

Anchored in Self-Determination Theory (SDT), which posits that motivation is enhanced when the needs for autonomy, competence, and relatedness are satisfied, this study investigates how parental support relates to academic motivation. Understanding this relationship may help educators and families design interventions that foster sustained student engagement.

## LITERATURE REVIEW

### Parental Support and Educational Engagement

Parental support encompasses emotional encouragement, academic guidance, and active involvement in students’ educational experiences. Contemporary research highlights that parental involvement significantly enhances students’ engagement and academic outcomes (Hill & Tyson, 2009; Wilder, 2014). More recent studies further demonstrate that parental support fosters self-regulation and persistence, particularly among senior high school students (Wang et al., 2022).

Home-based involvement, such as monitoring schoolwork and discussing academic goals, has been found to be more consistently practiced than school-based involvement, such as communication with teachers. However, both forms are essential for holistic student development.

### Academic Motivation and Self-Determination Theory

Academic motivation refers to the processes that initiate, guide, and sustain students’ learning behaviors. Grounded in Self-Determination Theory (Ryan & Deci, 2000, 2017), motivation is strengthened when three fundamental psychological needs are fulfilled: autonomy, competence, and relatedness. Autonomy pertains to students’ sense of control over their own learning, competence reflects their belief in their ability to succeed, and relatedness involves their sense of connection and support from others. Parental support plays a crucial role in addressing these needs by providing structure, encouragement, and emotional security within the learning environment. When students perceive that these psychological needs are adequately supported, they are more likely to develop intrinsic motivation and sustain engagement in academic tasks. Recent studies further support this perspective, indicating that supportive family environments significantly enhance students’ intrinsic motivation and academic persistence (Howard et al., 2021; Benabou et al., 2021).

### Parental Support and Academic Motivation

Empirical evidence consistently shows a positive relationship between parental support and academic motivation. Wang and Sheikh-Khalil (2015) found that parental involvement predicts students’ engagement and achievement. More recent findings suggest that parental emotional support is particularly influential in sustaining long-term motivation (Wang et al., 2022). Furthermore, Gonzalez-DeHass et al. (2018) emphasized that parental involvement promotes not only short-term academic performance but also long-term commitment to learning. These findings support the assumption that parental support strengthens multiple dimensions of academic motivation.

### Research Questions

This study sought to answer the following questions:

1. What is the level of parental support among Grade 11 HUMSS students?
2. What is the level of academic motivation among Grade 11 HUMSS students in terms of:

- Strive
- Participation
- Willingness to work
- Maintaining academic work

3. Is there a significant relationship between parental support and academic motivation?

## METHODOLOGY

This study employed a descriptive–correlational research design to examine the relationship between parental support and academic motivation among Grade 11 HUMSS students. The participants consisted of 138 students enrolled at Lantapan National High School during the School Year 2025–2026, who were selected through simple random sampling using the draw-lots method to ensure equal representation. Data were collected using an adapted questionnaire based on established instruments measuring parental involvement and academic motivation. The questionnaire included two sections: a 12-item Parental Support Scale and an Academic Motivation Scale subdivided into four dimensions—strive, participation, willingness to work, and maintaining academic work.

Responses were recorded on a 5-point Likert scale ranging from strongly disagree to strongly agree. To ensure the validity and reliability of the instrument, expert validation was conducted by three specialists in education, followed by a pilot test involving 30 students. The reliability analysis yielded a Cronbach’s alpha of .87, indicating good internal consistency. Descriptive statistics, including means and standard deviations, were used to summarize the data, while Pearson product–moment correlation was employed to examine the relationships between parental support and academic motivation. The level of significance was set at  $p < .05$ . Ethical considerations were strictly observed throughout the study, with participation being voluntary, confidentiality and anonymity maintained, and informed consent obtained from all respondents.

## RESULTS AND DISCUSSION

Table 1: The Level of Parental Support among G-11 HUMSS Students

Parental Support	Mean	SD	Description	Level of Parental Support
My parents encourage me to think and	3.90	1.06	Agree	Highly parental support
My parents follow up my educational progress	4.07	.80	Agree	Highly parental support
My parents encourage me to set academic goals and objectives	3.94	.95	Agree	Highly parental support
My parents guide and counsel me on academic matters	3.59	.99	Agree	Highly parental support
My parents follow up on my academic reports	3.51	1.01	Agree	Highly parental support
My parents attend school meetings and other related events	3.61	1.05	Agree	Highly parental support

My parents frequently asked me questions about my school progress	3.60	.96	Agree	Highly parental support
My parents know what I am expected to learn at school	3.62	.95	Agree	Highly parental support
My parents discuss with teachers about my disciplinary issues.	2.78	1.12	Neutral	Moderately parental support
My parents communicate with teachers on my academic progress.	2.95	1.01	Neutral	Moderately parental support
My parents give necessary support toward school assignments.	3.39	1.05	Agree	Highly parental support
My parents discuss with teachers on how to improve my performance.	2.76	1.02	Neutral	Moderately parental support
<b>Overall Mean</b>	<b>3.44</b>	<b>1.00</b>	<b>Agree</b>	<b>Highly parental support</b>

The findings indicate a high level of parental support ( $M = 3.44$ ), particularly in home-based practices such as monitoring academic progress and encouraging goal-setting. However, lower scores in parent-teacher communication suggest limited school-based involvement. From an SDT perspective, this pattern reflects strong support for relatedness but weaker reinforcement of structured academic collaboration. While emotional support enhances motivation, limited school interaction may reduce opportunities to strengthen students' competence through coordinated guidance. The findings of this study are supported by previous research highlighting the importance of parental involvement in students' academic success. Jeynes (2012) found that parental expectations and academic encouragement strongly influence students' academic outcomes. Similarly, Fan and Chen (2001) noted that although parents may provide strong support at home, limited involvement in school activities can lessen the overall impact of this support on addressing students' academic difficulties.

Table 2: The Level of Academic Motivation among G-11 Students in terms of Strive

Strive	Mean	SD	Description	Level of Academic Motivation
I try persistent to solve problems even when I fail.	4.17	.81	Agree	Highly academic motivation
I try to do my best in whatever I do.	4.33	.90	Strongly Agree	Very High academic motivation
Being successful at easy tasks that anyone can do does not give me pleasure	3.47	1.01	Agree	Highly academic motivation
I enjoy answering difficult questions.	3.22	.92	Neutral	Moderately Academic Motiivation
Receiving low marks makes me sad.	3.97	1.12	Agree	Highly academic motivation
I would like to get the highest mark in my subject.	4.20	.87	Agree	Highly academic motivation
<b>Overall Mean</b>	<b>3.89</b>	<b>.94</b>	<b>Agree</b>	<b>Highly academic motivation</b>

Table 2 presents the level of academic motivation of the respondents in terms of **strive**, which refers to students' persistence, effort, and desire to achieve academic success. The overall mean for of **3.89 (SD=0.94,)** indicates highly agree academic motivation that the respondents are highly motivated in their academics. This means that the respondents generally show strong effort and persistence in accomplishing their academic tasks.

Among the indicators, **"I try to do my best in whatever I do"** obtained the highest mean score (**M = 4.33, SD = 0.90**), followed by **"I would like to get the highest mark in my subject"** (**M = 4.20, SD = 0.87**). These results show that students possess a strong drive to excel and are highly motivated to achieve academic success. The findings imply that students demonstrate a **high level of achievement motivation**, particularly in terms of effort, persistence, and the desire to obtain high academic grades. The high mean scores for doing one's best and aiming for top marks imply that students are focused on achieving good results and academic recognition. Also, the lowest mean was recorded in **"I enjoy answering difficult questions"** (**M = 3.22, SD =.92**). This indicates that their motivation may be driven more by **external outcomes**, such as grades and recognition, rather than intrinsic enjoyment of complex problem-solving. As a result, students may prefer tasks that guarantee success rather than those that require sustained struggle.

According to **Ryan and Deci (2000)** in their **Self-Determination Theory**, academic motivation is influenced by both intrinsic and extrinsic factors. Students who are highly motivated to achieve good grades often display strong effort and persistence; however, their motivation may be more extrinsic when it is driven by rewards such as high marks or recognition. This explains why students in the study show a strong desire to do their best and obtain high grades, yet demonstrate less enjoyment in answering difficult questions.

**Table 3** The Level of Academic Motivation among G-11 Students in terms of Participation

Participation	Mean	SD	Description	Level of Academic Motivation
I review my notes before lessons.	3.38	1.06	Neutral	Moderately Academic Motivation
I only study during test periods.	3.25	.96	Neutral	Moderately Academic Motivation
I enjoy studying.	3.38	.91	Neutral	Moderately Academic Motivation
I get bored when I start studying.	2.83	.99	Neutral	Moderately Academic Motivation
<b>Overall Mean</b>	<b>3.21</b>	<b>0.95</b>	Neutral	Moderately Academic Motivation

Table 3 presents the level of academic motivation of the respondents in terms of participation, which refers to students' involvement and engagement in academic activities. The overall mean of 3.21 (SD = 0.95) indicates moderate academic motivation. This means that the respondents show an average level of participation in their academic tasks and activities.

Among the indicators, **"I review my notes before lessons"** and **"I enjoy studying"** obtained the highest mean scores, both at **M = 3.38 (SD = 0.96 and SD = 0.91, respectively)**. These findings indicate that students demonstrate a fair level of preparation and positive attitude toward learning activities. The statement **"I only study during test periods"** recorded a mean score of 3.25 (SD = 0.96), suggesting that a considerable number of students tend to study primarily when assessments are approaching.

In contrast, **"I get bored when I start studying"** obtained the lowest mean score (**M = 2.83, SD = 0.99**), indicating that boredom is not a dominant factor affecting students' participation in academic tasks. The overall mean of 3.21 implies that students show a moderate level of academic participation. While students generally enjoy studying and make some effort to prepare for lessons, their participation appears to be inconsistent and often driven by examination demands rather than continuous engagement.

The relatively high mean for studying during test periods suggests a reactive study pattern, where academic participation increases in response to academic pressure. Meanwhile, the low mean for boredom indicates that

lack of interest is not the primary barrier to participation. Instead, factors such as time management, study discipline, or external distractions may influence students' engagement in regular study routines.

The findings of the present study align with existing literature on academic motivation and participation. Manalo, Yumang, and Almazan (2023) their study revealed that learners tend to participate more actively when guidance and monitoring are present, rather than engaging only during assessment periods. Similarly, Ryan and Deci (2016) explained that when students lack sustained intrinsic motivation, their participation becomes situational and often increases in response to external pressures such as examinations. This supports the present finding that while students enjoy studying and prepare for lessons to some extent, their academic participation remains inconsistent and is largely driven by test-related demands rather than continuous engagement.

Table 4: The Level of Academic Motivation among G-11 Students in terms of Willingness to Work

Willingness to Work	Mean	SD	Description	Level of Academic Motivation
I gets disturbed when I cannot finish my homework.	3.67	.93	Agree	Highly Academic Motivation
I do not try to learn more than what is taught.	2.67	.94	Neutral	Moderately Academic Motivation
<b>Overall Mean</b>	<b>3.17</b>	<b>.93</b>	<b>Neutral</b>	<b>Moderately Academic Motivation</b>

Table 4 presents the level of academic motivation of the respondents in terms of willingness to work, which refers to students' readiness and effort to complete academic tasks. The overall mean of 3.17 (SD = 0.93) indicates moderate academic motivation. This means that the respondents show an average level of willingness to exert effort in their academic work.

Among the indicators, **"I get disturbed when I cannot finish my homework"** recorded the highest mean (M = 3.67, SD = 0.93), suggesting that students experience psychological discomfort when assigned tasks remain incomplete. In contrast, **"I do not try to learn more than what is taught"** received the lowest mean (M = 2.67, SD = 0.94), indicating a lower tendency for self-directed learning or intellectual curiosity beyond classroom requirements.

The findings suggest that students' willingness to work is primarily driven by a sense of academic responsibility and compliance rather than intrinsic motivation or curiosity. The higher mean for being disturbed by unfinished homework reflects a strong commitment to completing assigned tasks and avoiding negative consequences, such as poor grades or reprimands. However, the lower mean for learning beyond what is taught implies a minimalist approach to academic engagement. Students are motivated to meet expectations and fulfill requirements, yet they show limited initiative in pursuing enrichment activities or exploring topics independently. This indicates that their academic motivation in this area is task-oriented rather than exploration-oriented, focusing on obligation rather than personal growth or mastery.

The findings of the present study are consistent with existing literature on academic motivation. Ryan and Deci (2016) explained through Self-Determination Theory that students who are driven mainly by external demands such as grades, deadlines, and expectations tend to focus on completing assigned tasks rather than exploring learning beyond what is required.

This explains why respondents reported discomfort when they could not finish homework while showing a lower tendency for self-directed learning. Similarly, Vallerand et al. (2021) noted that learners with moderate levels of motivation often engage in academic activities to meet requirements rather than for intrinsic interest or mastery. Delgado (2023) further supported this by stating that limited autonomy in learning environments results in task-oriented motivation, where students prioritize compliance over curiosity.

Table 5: The Level of Academic Motivation among G-11 Students in terms of Maintaining the Work

Maintaining the Work	Mean	SD	Description	Level of Academic Motivation
I feel better when I am successful at school.	4.48	.74	Strongly Agree	Very High Academic Motivation
I review lessons even if there are no exams.	3.15	1.00	Neutral	Moderately Academic Motivation
I study more than what is taught in class.	3.34	.88	Neutral	Moderately Academic Motivation
I try to understand lessons deeply	4.07	.80	Agree	Highly Academic Motivation
I try my best to gain my teacher's approval	3.96	.99	Agree	Highly Academic Motivation
<b>Overall Mean</b>	<b>3.80</b>	<b>.88</b>	<b>Agree</b>	<b>Highly Academic Motivation</b>

Table 5 presents the level of academic motivation of the respondents in terms of **maintaining the work**. The overall mean for maintaining the work is **3.80** with a standard deviation of **0.88**, which is qualitatively described as **High**.

Among the indicators, **“I feel better when I am successful at school”** obtained the highest mean ( $M = 4.48$ ,  $SD = 0.74$ ), suggesting that students' emotional well-being and self-esteem are closely tied to their academic success. In contrast, **“I review lessons even if there are no exams”** recorded the lowest mean ( $M = 3.15$ ,  $SD = 1.00$ ), suggesting that independent review is less consistent and students may primarily focus their efforts when externally prompted.

The findings indicate that students' efforts to maintain their work are largely driven by **affective rewards** and classroom engagement. The very high mean for feeling better after academic success reflects that students are **emotionally invested** in performing well. Furthermore, the high score for understanding lessons deeply shows that students are cognitively engaged when actively participating in learning, striving for comprehension and mastery rather than mere rote memorization.

The findings of the present study are supported by existing literature on academic motivation and persistence. Vallerand et al. (2021) explained that students are more likely to sustain academic effort when success enhances their sense of achievement and emotional well-being, which supports the high mean for feeling better when successful at school. Similarly, Steinmayr et al. (n.d.) noted that while learners may demonstrate strong engagement in structured classroom activities, independent academic behaviors such as reviewing lessons without examinations are often less consistent when not externally prompted. Hence, the high level of maintaining the work observed in this study reflects motivation driven by emotional satisfaction and classroom engagement rather than continuous self-initiated learning.

Table 6: Relationship Between Parental Support and Academic Motivation

Correlations		1	2	3	4	5
Parental	Pearson Correlation		.367**	.337**	.269**	.435**
	Sig. (2-tailed)	0.435	.000	.000	.001	.000

	N	138	138	138	138	138
Strive	Pearson Correlation	.367**		.453**	.277**	.646**
	Sig. (2-tailed)	.000		.000	.001	.000
	N	138	138	138	138	138
Participation	Pearson Correlation	.337**	.453**		.438**	.414**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	138	138	138	138	138
Willingness	Pearson Correlation	.269**	.277**	.438**		.301**
	Sig. (2-tailed)	.001	.001	.000		.000
	N	138	138	138	138	138
Maintaining	Pearson Correlation	.435**	.646**	.414**	.301**	
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	138	138	138	138	
**Correlation is significant at the 0.01 level (2-tailed)						

This presents the Pearson correlation coefficients between parental support and the sub-variables of academic motivation, namely Strive, Participation, Willingness to Work, and Maintaining the Work, among the 138 respondents. Significance was tested at the 0.01 level (2-tailed). The correlations indicate that all aspects of academic motivation are positively and significantly related to parental support. The highest correlation is observed between parental support and maintaining the work ( $r = 0.435$ ,  $p < 0.01$ ), while the lowest is with willingness to work ( $r = 0.269$ ,  $p < 0.01$ ).

The analysis of correlations shows that parental support has a significant relationship with all sub-variables of academic motivation, as reflected by the obtained Pearson correlation coefficients and p-values. Parental Support and Strive revealed a moderate positive correlation ( $r = 0.367$ ,  $p < 0.01$ ), indicating that students who receive higher parental support tend to show greater persistence, effort, and motivation to excel academically. Since the p-value is less than 0.01, the null hypothesis is rejected, suggesting a significant relationship between parental support and strive.

Similarly, Parental Support and Participation showed a moderate positive correlation ( $r = 0.337$ ,  $p < 0.01$ ). This implies that increased parental encouragement is associated with more consistent engagement in learning activities. Given the significant p-value, the null hypothesis is rejected, confirming a significant relationship between parental support and participation.

Parental Support and Willingness to Work yielded a weak-to-moderate positive correlation ( $r = 0.269$ ,  $p < 0.01$ ). This indicates that students' readiness to complete assigned tasks is positively influenced by parental support, although the relationship is weaker compared to other sub-variables. Since the result is statistically significant, the null hypothesis is rejected.

Moreover, Parental Support and Maintaining the Work showed the strongest positive correlation among the variables ( $r = 0.435$ ,  $p < 0.01$ ). This suggests that students with strong parental support are more likely to sustain

effort, remain consistent, and strive for mastery over time. With a p-value below the level of significance, the null hypothesis is rejected.

Additionally, the inter-correlations among the sub-variables of academic motivation revealed significant positive relationships. In particular, Strive and Maintaining the Work demonstrated a strong positive correlation ( $r = 0.646$ ,  $p < 0.01$ ), indicating that students who are persistent and goal-oriented are also more likely to sustain consistent academic effort. Thus, the null hypothesis is rejected for this relationship as well.

The results imply that Parental Support plays a significant role in enhancing students' Academic Motivation. Students with higher levels of parental involvement tend to, exhibit stronger persistence and effort (Strive), engage more consistently in learning activities (Participation), be willing to complete assigned tasks (Willingness to Work), sustain academic effort and strive for mastery (Maintaining the Work), the strongest relationship with maintaining the Work suggests that parental support is particularly influential in helping students remain consistent and committed over time, not just in short-term tasks or during examinations.

These findings align with studies emphasizing the crucial role of parental support in strengthening multiple dimensions of students' academic motivation. Alipio (2020) found that parental involvement significantly enhanced students' persistence, effort, and goal orientation, supporting the moderate positive relationship between parental support and strive. Similarly, Manalo et al. (2023) reported that students with supportive parents showed higher levels of participation and consistent engagement in learning activities, which corresponds with the positive correlation between parental support and participation in the present study.

Moreover, Vallerand et al. (2021) explained that supportive environments reinforce students' ability to sustain effort and maintain consistency in academic tasks, which supports the strongest correlation observed between parental support and maintaining the work. Gonzalez-DeHass, Willems, and Holbein (2018) likewise emphasized that parental involvement fosters long-term academic commitment rather than short-term compliance. Hence, the significant positive correlations found in this study confirm that parental support plays an essential role in enhancing students' persistence, engagement, willingness to complete tasks, and sustained academic effort over time.

## CONCLUSION

This study examined the relationship between parental support and academic motivation among Grade 11 HUMSS students. The findings revealed that students generally experience a high level of parental support and demonstrate strong motivation in terms of persistence and maintaining academic tasks.

Statistical analysis confirmed a significant positive relationship between parental support and academic motivation. This suggests that parental encouragement, monitoring, and emotional guidance contribute significantly to students' motivation and engagement in learning.

Overall, the results highlight the important role of parents in shaping students' academic attitudes and behaviors.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed:

1. **Parents** should maintain consistent communication with teachers to strengthen home-school collaboration and better support students' learning.
2. **Teachers** should design programs that encourage parental participation in students' academic activities.
3. **School administrators** should develop initiatives that promote stronger partnerships between families and schools.
4. **Students** should be encouraged to develop intrinsic motivation and independent learning habits.

5. **Future researchers** may conduct similar studies in different academic strands or educational levels to validate the findings.

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