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# Parental Support and Learning Motivation Among 1st Year College Students

**A Research**
**Presented to the**
**Faculty of Governor Generoso**
**College of Arts Sciences**
**and Technology**

**In Partial Fulfillment of the Requirement in the subject Educ 1**
**"The Child and Adolescent Learner and Learning Principles" Authors**

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**Abstract: This study determined the relationship between parental support and learning motivation among first-year college students at a higher education institution in Governor Generoso, Davao Oriental. The study employed a quantitative correlational research design and utilized adapted questionnaires from Mageau et al. (2015) and Vallerand et al. (1992), both measured using a 5-point Likert scale with a Cronbach's Alpha of 0.960. A total of 257 respondents were selected through proportionate stratified random sampling. Descriptive statistics, Pearson's correlation, and Structural Equation Modeling (SEM) were used to analyze the data. Findings revealed a high extent of parental support, particularly in providing basic needs and moral support, while spending quality time was the lowest-rated indicator. Students exhibited high levels of intrinsic and extrinsic motivation, with minimal amotivation. A moderate positive correlation ($r = 0.59$, $p < 0.001$) was found between parental support and learning motivation, indicating that higher parental support was associated with greater motivation. Regression results showed that providing basic needs and spending quality time significantly predicted learning motivation. The study concluded that tangible support and shared involvement are vital in enhancing students' motivation to learn, offering valuable insights for parents and educators to foster academic engagement.**

***Keywords****: Education, Parental Support, Learning Motivation, Correlational Research, Structural Equation Modeling, Philippines.*

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## I. INTRODUCTION

Parental support has long been recognized as a key factor in a student's academic success, yet many families still face challenges in providing consistent and effective involvement. As Contreras (2024) pointed out, while parents often give their children encouragement and help with basic needs, distractions like online games and household responsibilities sometimes get in the way of learning. In a study by Pinatil et al. (2022) at Cebu Technological University, students who received more involvement and attention from their parents tended to perform better in school, showing just how impactful this kind of support can be. However, not all families are able to offer the same level of involvement. According to UNESCO (2020), parents from marginalized communities often face limitations in time, educational background, or financial resources, which hinders their ability to contribute fully to their children's academic development.

Moreover, recognizing the value of parental support is essential, as it directly influences their motivation, performance, and overall well-being. A study by Masicat et al. (2023) emphasized that active parental involvement, such as encouragement, communication, and participation in school activities, plays an important role in enhancing students' academic achievements. Similarly, research conducted at Bestlink College of the Philippines found that various forms of parental support, including financial assistance, decision-making involvement, and emotional encouragement, significantly impact the academic performance of students (Amaro et al., 2020). These findings emphasize the importance of fostering strong home-school connections to better support learners' growth and success.

Furthermore, the connection between parental support and students' motivation to learn has gained more attention in recent years. When parents are involved, whether by giving encouragement, helping with school tasks, or simply showing interest in their child's progress, it can help students feel more confident and willing to learn. Marlina et al. (2023) found that students who received guidance from their parents showed higher levels of motivation, especially in settings where they had to study more independently, like during or after the pandemic. Descals-Tomás et al. (2021) also shared that support from both teachers and families made a big difference in how motivated and engaged university students felt. On the other hand, Amante et al. (2023) pointed out that too much or poorly timed involvement from parents might reduce a student's motivation. This shows that it's not just about being involved but being involved in the right way.

Meanwhile, one key form of parental support is providing for a child's basic needs, such as food, clothing, school supplies, and a safe learning environment. When these are consistently met, students are more likely to focus on their studies without worrying about their physical well-being. Lindell et al. (2021) found that financial and material support from parents has a positive effect on students' emotional adjustment and academic performance.

Aside from material needs, emotional and relational support is equally important. Moral support, including words of encouragement or emotional guidance, helps students stay motivated, especially during challenging times (Khanday, 2016). Spending quality time, even in simple ways like talking or doing activities together, strengthens the parent-child bond. De Leon and Oco (2024) highlighted how this involvement shapes students' values and behaviors, boosting their attitude toward learning.

Additionally, learning motivation serves as a factor in shaping students' academic performance. Intrinsic motivation, which refers to engaging in learning activities for personal enjoyment or interest, is closely linked to higher academic achievement. According to Wu, Qi, and Zhong (2022), students with higher intrinsic motivation tend to perform better. This kind of motivation encourages deep engagement and long-term learning. On the other hand, extrinsic motivation, which involves performing tasks to gain external rewards or avoid negative consequences, may drive short-term success. However, research by Reinwand (2024)

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suggests that while extrinsic motivation can push students to complete tasks, it may not lead to sustained academic growth or personal fulfillment.

In contrast, amotivation refers to a lack of motivation, where students feel their efforts have no meaningful outcome. Gale and Nowell (2020) found that students with high amotivation tend to show lower engagement and academic performance. This can negatively affect how students participate in learning. On a more positive note, intrinsic motivation can significantly improve students' engagement with tasks and feedback, as demonstrated by Gan, Liu, and Nang (2023). Their study highlighted that students who are intrinsically motivated tend to be more receptive to feedback and better equipped to persist in their learning. Thus, fostering intrinsic motivation is important in helping students remain engaged and perform at their best academically.

As shown in Figure 1. The conceptual representation is systematically illustrated with variables and their corresponding indicators. The independent variable is parental support, with its indicators *providing basic needs*, *giving moral support*, and *spending quality time*. The dependent variable is learning motivation with its indicators *intrinsic motivation, extrinsic motivation,* and *amotivation*.

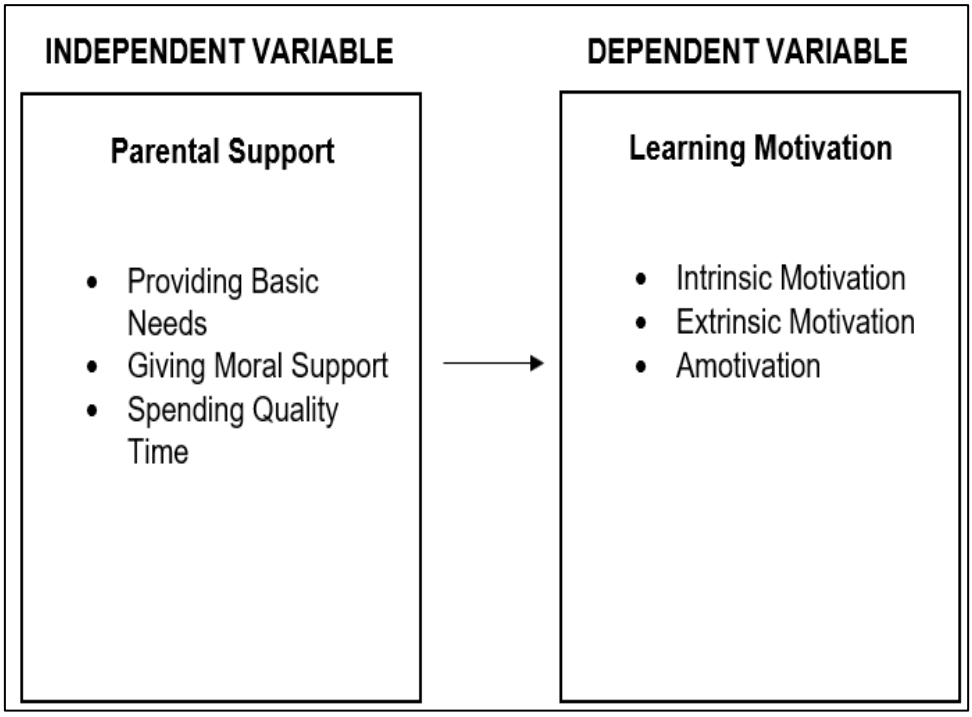


Fig 1. Conceptual Framework Showing the Variables of the Study.

This study is anchored on the Self-Determination Theory (SDT) by Deci and Ryan. This theory explains how people become motivated and what helps them stay motivated. It says that students are more likely to be motivated when their basic needs for autonomy, competence, and relatedness are met. In relation to this study, when parents support their children by meeting their basic needs, encouraging their efforts, and spending quality time with them, these actions can help students feel more capable and connected. As a result, students are more likely to become motivated to learn, whether through personal interest or rewards. SDT helps explain how parental support can affect different types of learning motivation, such as intrinsic motivation, extrinsic motivation, or amotivation. This theory explains the mechanism through which parents can affect the motivation of students, providing a clear framework for examining the impact of parental involvement on students' learning behaviors.

One supporting theory is the Educational Situation Quality Model (MOCSE), which complements SDT by focusing on how the learning environment influences students' motivation. MOCSE emphasizes the significance of emotional, academic, and moral support from parents. According to this model, when parents provide such support, students are more likely to develop positive beliefs about their abilities (expectancy beliefs) and the value of their education (value beliefs), which directly impact their motivation and academic engagement. MOCSE reinforces SDT by suggesting that parental involvement shapes motivation through belief systems and external factors, aligning with SDT's focus on how external support influences intrinsic motivation.

Additionally, the Strength-Based Parenting (SBP) model developed by Waters suggests that when parents focus on their children's strengths and help them grow in those areas, students feel more confident and positive about themselves. According to Waters, Sun, and Brummer (2021), students who receive this kind of parenting tend to be more motivated and engaged in school. This type of parenting helps children believe in their abilities, which supports both their emotional well-being and academic performance. This theory supports SDT by highlighting how parental support fosters

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intrinsic motivation by enhancing students' sense of competence. By focusing on children's strengths, parents encourage a positive self-concept, which directly contributes to intrinsic motivation, a key component of SDT.

Lastly, Social Cognitive Theory by Bandura, developed by Albert Bandura, provides additional support. SCT emphasizes the role of observational learning, where children learn behaviors, attitudes, and motivations by observing their parents and role models. Bandura stated that when parents actively engage in their children's learning and model positive behaviors, they help shape students' attitudes toward education. This theory aligns with SDT by demonstrating how parental involvement can motivate students through observed behaviors, reinforcing the SDT concepts of relatedness and competence as essential factors in motivation.

In the field of education, much of the existing literature on parental involvement tends to treat it as a broad, uniform concept, often overlooking the distinct roles that emotional, academic, and motivational support play in student development. Additionally, much of the current research has primarily focused on early childhood and primary education, leaving a significant gap in understanding how parental support continues to influence motivation in older students, particularly those in tertiary education. Psychological studies have shown that students' motivation and learning behaviors are greatly impacted by their parents' involvement, particularly in early education. Parental investment has been found to directly affect students' motivational self-system, with this influence being mediated by the parents' beliefs about education (Yu Zhang, 2024). As we examine this body of research, our study seeks to address this gap by focusing on students who have limited parental support, particularly at higher levels of education, and to explore how this lack of support may hinder their motivation and academic performance.

The urgency of this study is heightened by the critical role parental involvement plays in shaping students' academic motivation and success, particularly in higher education. While the effects of parental support in early education are well-established, there is limited research on how this support influences students in secondary and tertiary education. Addressing this gap is crucial to understanding how limited parental support impacts motivation and academic performance and to developing strategies to better support these students.

The primary objective is to examine the relationship between parental support and the learning motivation of first-year college students. Specifically, it seeks to identify the level of parental support provided in terms of meeting basic needs, offering moral support, and spending quality time with their children. Furthermore, it intends to determine the level of learning motivation among students, focusing on intrinsic motivation, extrinsic motivation, and amotivation. The study also aims to analyze how each type of parental support influences students' motivation to learn and to determine which aspect of support has the most significant impact. Through this, the researchers hope to provide valuable insights and recommendations for parents and educators to enhance students' academic motivation and overall educational experience.

This study holds global significance as it addresses a fundamental aspect of education, which is the influence of parental support on learning motivation. Around the world, education systems continually emphasize the role of parents in the academic journey of their children. Understanding how parental support impacts students' motivation to learn can contribute to the development of more inclusive and holistic educational policies and programs. This research also highlights the social relevance of family engagement in education, showing how strengthened home-to-school connections can enhance students' overall well-being and academic resilience, especially in a rapidly evolving educational landscape shaped by globalization, digital learning, and socio-economic challenges.

This study will also be beneficial to several stakeholders in the educational sector. Teachers can use the insights to better understand their students' motivational drives and develop strategies that incorporate family involvement into their teaching approaches. School heads and administrators may find the study useful for designing school-wide programs or workshops that actively engage parents in the learning process. Additionally, the research can serve as a foundation for future academic inquiries, helping future researchers explore deeper connections between home environments, student behavior, and learning outcomes, or adapt the findings to different educational settings and cultural contexts.

## II. METHOD

This section described the methodologies and procedures that were utilized in this research, including the research design, locale, sample, instruments, data collection techniques, statistical tools, and lawful issues.

- *Research Respondent*

The study was conducted in a local higher education institution located in Governor Generoso, Davao Oriental, which had 719 first-year students enrolled during the academic year. The target population consisted of these first-year students, representing a diverse group at the beginning of their higher education journey. To determine the appropriate sample size, Slovin's formula was applied, which is widely used to calculate sample sizes for finite populations. Using a 95% confidence level and a 5% margin of error, the sample size was determined to be 257 respondents. This sample size ensured that the results were statistically valid and representative of the larger population within the specified margin of error, as supported by research methodology standards for survey-based studies (Slovin, 1960).

The total sample of 257 respondents was proportionally distributed across the various programs under the first-year level to ensure fair representation of each subgroup within the population. The study employed proportionate stratified

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random sampling, which involved dividing the population into distinct subgroups called strata based on relevant characteristics such as academic program or section. Respondents were then randomly selected from each stratum according to its size in the overall population. This technique was appropriate because it minimized sampling bias and increased the accuracy of results by ensuring that each subgroup was adequately represented. According to Singh and Masuku (2014), this method is most effective when the population is heterogeneous and composed of identifiable subgroups. Similarly, Creswell (2014) supported the use of stratified sampling when the goal was to improve the generalizability of findings while preserving randomness in the selection process.

Furthermore, the study had specific inclusion and exclusion criteria for selecting respondents. These criteria were set to ensure that the selected participants closely aligned with the research objectives. The inclusion criteria consisted of first-year college students who were officially enrolled during the academic year of data collection and were willing to participate voluntarily. Students who were on leave, irregular, not officially enrolled, or unable to give informed consent were excluded. Participants also had the right to withdraw at any time without penalty or consequence. These measures aimed to protect the rights of participants while maintaining ethical and methodological rigor, as recommended by the American Psychological Association (2020).

- *Materials and Instrument*

The study employed two adapted questionnaires. The first measured the independent variable, parental support, and was adapted from Mageau et al. (2015), consisting of indicators such as providing basic needs, giving moral support, and spending quality time. The second measured the dependent variable, learning motivation, and was adapted from Vallerand et al. (1992), covering intrinsic motivation, extrinsic motivation, and amotivation. Both instruments used a Likert scale format and were modified to fit the local context while retaining their original intent and structure.

All items from the adapted questionnaires will be measured using a 5-point Likert scale for consistency across variables. In this context, the range of mean values provides a descriptive interpretation of the levels within a given context. A mean score in the range of 4.20 to 5.00 indicates that respondents "Strongly Agree," suggesting that the item is consistently embodied or observed. When the mean scores fall between 3.40 and 4.19, it indicates that respondents "Agree," which signifies that the item is frequently embodied or observed. A mean score within the range of 2.60 to 3.39 indicates "Neutral," suggesting that the item is occasionally embodied or observed. Scores from 1.80 to 2.59 indicate that respondents "Disagree," signifying that the item is rarely embodied or observed. Finally, a mean score falling between 1.00 and 1.79 signifies "Strongly Disagree," suggesting that the item is never embodied or observed in the given context.

Apart from this, the reliability statistics of the survey questionnaires highlighted an excellent level of internal consistency, with a Cronbach's Alpha of 0.960, suggesting that the instruments used to measure parental support and learning motivation were highly reliable. The Cronbach's Alpha value was derived from the combined results of the two adapted questionnaires, ensuring that the data collected were consistent and dependable. This result confirmed that the instruments were suitable for capturing the intended variables and provided strong evidence of their reliability for the purposes of the study.

The adapted instruments will undergo content validation by expert validators to ensure clarity, relevance, and appropriateness of each item. The average validation rating will be computed, and only items meeting the acceptable content validity threshold will be retained. Although the instruments are adapted from established studies, pilot testing will still be conducted with a small group of students excluded from the main sample to assess reliability in the new context. Reliability will be measured using Cronbach's Alpha, with a score of 0.70 or higher considered acceptable, as recommended by Nunnally and Bernstein (1994) for social science research.

These reliability metrics offered valuable insights into the consistency and dependability of the data collected from each questionnaire. It was worth noting that the questionnaires had been adapted and slightly modified by the researchers to fit the study's context and were validated by expert validators before deployment. These results indicated that the instruments effectively met their objectives while ensuring clarity, objectivity, and appropriateness, which contributed to their strong reliability.

- *Design and Procedure*

This study employed a quantitative correlational research design, which was appropriate for examining the relationship between two or more variables without manipulating them. This design was suitable for the study, as it aimed to determine the connection between parental support and learning motivation among first-year students. According to Creswell (2014), a correlational design allows researchers to assess patterns and the degree of association between variables, making it ideal when exploring predictive relationships. Employing this design provided a statistical foundation to analyze how variations in parental support corresponded to changes in students' motivation, aligning with the research's objective of identifying significant associations.

To achieve the study's objectives, Structural Equation Modeling (SEM) was utilized as the primary analytical technique. SEM is a multivariate statistical analysis method that allowed for the examination of complex relationships among observed and latent variables. This technique was particularly useful in educational research for testing theoretical models that involved multiple interrelated dependent relationships. In the context of this study, SEM facilitated a nuanced analysis of how various aspects of parental support influenced different dimensions of student learning motivation, providing a more comprehensive understanding of the underlying dynamics (Cherry, 2023).

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SEM also served as a powerful tool that enabled the study to assess both direct and indirect effects among the variables, offering detailed insights into how parental support impacted student motivation (Byrne, 2016).

The data collection process began by seeking formal permission from the administration of a local higher education institution to conduct the study among first-year students. Upon approval, informed consent was secured from the participants, ensuring that they understood the purpose of the study and their voluntary participation. The validated and pilot-tested questionnaires were then distributed to the respondents during the scheduled data collection period, which took place over three consecutive days. The researchers facilitated the distribution and collection of the instruments, ensuring confidentiality and standard administration. After retrieving all completed questionnaires, the responses were encoded and organized for analysis. The collected data then underwent statistical treatment, including tabulation and interpretation, to generate insights relevant to the study's objectives.

Moreover, this study applied both descriptive and inferential statistical methods to analyze the data. Descriptive statistics, including the mean and standard deviation, were used to summarize the levels of parental support and student learning motivation. Inferential statistics, specifically Pearson's correlation coefficient, were applied to assess the strength and direction of the relationship between the two variables. Furthermore, structural equation modeling was employed to provide a comprehensive analysis of the hypothesized relationships, allowing for the testing of overall model fit and the examination of both direct and indirect effects among variables.

Ethical considerations were central to the conduct of this study to ensure the rights, dignity, and well-being of all participants. Before data collection, informed consent was obtained from all participants, ensuring they were fully aware of the study's purpose, procedures, and any potential risks involved. Confidentiality was strictly maintained, with personal information kept anonymous and securely stored. Participants were also informed that their participation was voluntary, and they could withdraw from the study at any time without facing any negative consequences. Moreover, the study adhered to ethical guidelines set by the institution and outlined in the Data Privacy Act of 2012 (Republic Act No. 10173), ensuring the protection of participants' personal information and promoting integrity and fairness throughout the research process.

## III. RESULTS AND DISCUSSION

This section presented the acquired data, which were displayed in both textual and tabular formats. The first part discussed the extent of parental support as perceived by first-year students. The second part presented the level of student learning motivation across its dimensions. Lastly, the significant relationship between parental support and learning motivation was examined.

➢ *Parental Support*

Table 1 The Extent of Parental Support

| Indicators | Standard Deviation | Average Weighted Mean | Descriptive Equivalent |
|---|---|---|---|
| Providing Basic Needs | 0.77 | 4.02 | Agree |
| Giving Moral Support | 0.79 | 4.01 | Agree |
| Spending Quality Time | 0.78 | 3.66 | Agree |
| **Total** | **0.71** | **3.90** | **Agree** |

Table 1 presents the extent of parental support among the respondents. It had an overall average weighted mean of 3.90 with a descriptive equivalent of "agree." Among the indicators, Providing Basic Needs obtained the highest mean of 4.02 with a descriptive equivalent of "agree," followed closely by Giving Moral Support with a mean of 4.01, also described as "agree." The lowest indicator was Spending Quality Time, which had a mean of 3.66 with a descriptive equivalent of "agree."

The result means that there is a relevant extent of parental support among the respondents. The high overall mean indicates that students perceive their parents as supportive, particularly in providing for their needs and offering moral encouragement. The highest mean score in Providing Basic Needs suggests that parents are consistent in ensuring that students are equipped with school supplies, resources, and a proper environment to focus on their studies. Similarly, the high rating in Giving Moral Support shows that students feel encouraged and reassured by their parents, especially during academic challenges. However, the lowest mean in Spending Quality Time implies that while parents are supportive in practical and emotional aspects, many are not able to devote sufficient time for bonding and shared activities due to other responsibilities.

Overall, the results highlight that while parents effectively meet their children's academic and emotional needs, the aspect of quality time remains an area for improvement in fostering stronger parent-child connections that could further enhance students' learning experiences.

These results align with recent findings by Pacaña (2024), who reported that parental involvement significantly mediates student motivation. Similarly, Baron (2025) emphasized that parental involvement is positively associated with student performance in Philippine contexts. The present study's findings reinforce these perspectives by showing that students perceive strong basic and moral support from parents while experiencing relatively lower quality time, suggesting

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that some dimensions of parental support are more consistently delivered than others.

➢ *Learning Motivation*

The level of learning motivation is presented in Table 2. It had an overall mean of 3.54, which indicates that students generally agreed that they were motivated in their academic tasks. Among the three indicators, extrinsic motivation obtained the highest mean of 4.06, followed closely by intrinsic motivation with a mean of 4.03. This suggests that students were motivated both by external rewards such as grades and recognition, as well as by personal interest and enjoyment in learning. Meanwhile, amotivation received the lowest mean of 2.52, interpreted as neutral, which implies that some students occasionally experienced a lack of drive or purpose in their studies. The results suggest that first-year students demonstrated strong levels of intrinsic and extrinsic motivation, while amotivation was minimal and did not significantly affect the overall positive outlook toward learning.

Table 2 The Level of Learning Motivation

| Indicators | Standard Deviation | Average Weighted Mean | Descriptive Equivalent |
|---|---|---|---|
| Intrinsic Motivation | 0.65 | 4.03 | Agree |
| Extrinsic Motivation | 0.66 | 4.06 | Agree |
| Amotivation | 1.30 | 2.52 | Neutral |
| **Total** | **0.58** | **3.54** | **Agree** |

These findings align with the studies of Bayotlang et al. (2025), who emphasized that social support and a positive home environment play a crucial role in sustaining students' motivation to learn. Similarly, Kanapi-Villanueva and Campoamor-Olegario (2024) found that parental involvement in providing guidance and resources helped maintain children's interest and persistence in learning, particularly during the pandemic. The present study mirrors these observations, as respondents demonstrated strong intrinsic and extrinsic motivation, suggesting that parental support significantly contributes to maintaining students' academic drive. The relatively lower score in amotivation also reflects the protective effect of parental involvement, which helps reduce tendencies of disengagement and lack of purpose among learners.

➢ *The Relationship between Parental Support and Learning Motivation*

The correlation between parental support and learning motivation among first-year college students is presented in Table 3. The computed correlation coefficient (r) is 0.59, which indicates a moderate positive correlation between the two variables. This suggests that as parental support increases, students' motivation to learn also tends to increase.

The significance level is assessed using the p-value of <0.001, which is less than the standard threshold of 0.05. Since the probability value falls below this threshold, the null hypothesis (Ho) is rejected. This means there is a statistically significant relationship between parental support and learning motivation, supporting the assumption that parents' involvement and encouragement play an important role in fostering students' academic drive.

Table 3 The Relationship between Parental Support and Learning Motivation

| Variables | SD | AWM | r | p-Value | Decision | Conclusion |
|---|---|---|---|---|---|---|
| Parental Support | 0.71 | 3.90 | 0.59*** | <0.001 | Reject Ho | Significant |
| Learning Motivation | 0.58 | 3.54 | | | | |
| *Note. * p < .05, ** p < .01, *** p < .001* | | | | | | |

The results highlight that parental support contributes positively to students' academic motivation, both intrinsically and extrinsically. The moderate correlation value suggests that while parental support is important, other factors such as teacher influence, peer support, and personal interest may also contribute to students' motivation. This finding is supported by Cho and Han (2022), who found that parental support significantly improved student motivation and engagement in online learning contexts. Similarly, Bayotlang et al. (2025) emphasized that a positive home environment and strong parental involvement enhance students' willingness to engage in academic tasks. Fan and Chen (2021) further reinforced this by showing that parental involvement has both direct and indirect effects on student achievement and motivation. Together, these studies provide a strong foundation for the present findings, suggesting that parental support is a key motivational driver while recognizing that multiple external and internal factors also influence students' learning motivation.

➢ *Regression Analysis on the Impact of Parental Support on Learning Motivation*

Table 4 presents the regression analysis on the impact of parental support on learning motivation. The model explained 38% of the variance in students' learning motivation ($R^2$ = 0.38), indicating that parental support significantly contributes to understanding students' motivation levels. Among the predictors, providing basic needs ($\beta = 0.45$, $p < .001$) and spending quality time ($\beta = 0.27$, $p < .001$) were found to be significant predictors of learning motivation. This suggests that when parents consistently provide school-related necessities and spend meaningful time with their children, students are more likely to be motivated in their academic pursuits. On the other hand, giving moral support ($\beta = -0.06$, $p = 0.49$) was not a significant predictor, implying

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that while encouragement is important, it may not directly influence students' motivation compared to tangible support and shared time.

Table 4 Regression Analysis on the Impact of Parental Support on Learning Motivation

| Predictors | Estimate | β | F | p-Value | Remark |
|---|---|---|---|---|---|
| Constant | 47.94 | | | | |
| Providing Basic Needs | 0.77 | 0.45 | 29.28 | <.001 | Significant |
| Giving Moral Support | - 0.10 | - 0.06 | 0.48 | 0.49 | Not Significant |
| Spending Quality Time | 0.45 | 0.27 | 13.11 | <.001 | Significant |
| **$R^2$** | **0.38** | | | | |

These findings highlight the different aspects of parental support. Material provision and quality time with students appear to have a more direct effect on learning motivation, aligning with the results of Bayotlang et al. (2025), who stressed the importance of the home environment and parental engagement in strengthening student motivation. Similarly, Alampay et al. (2021) found that parental warmth and involvement predicted academic engagement, particularly when coupled with consistent support in daily academic needs. Meanwhile, the non-significant effect of moral support reflects the observation of García and Santiago (2020), who noted that encouragement alone, without concrete support such as resources or shared involvement, may not be sufficient to sustain student motivation. Together, these studies support the current findings, indicating that effective parental support must combine practical assistance with quality interaction to meaningfully influence students' motivation to learn.

## IV. CONCLUSION AND RECOMMENDATION

The study revealed that students experienced a high extent of parental support, particularly in terms of providing basic needs and spending quality time, while moral support was less consistently influential. Among the dimensions of learning motivation, both intrinsic and extrinsic motivation were rated highly, showing that students were driven by personal interest as well as external rewards such as grades and recognition. However, amotivation, though only at a neutral level, indicated that some students occasionally lacked purpose in their academic tasks.

Moreover, the findings showed a moderate positive correlation between parental support and learning motivation, suggesting that students who received higher levels of support from their parents tended to be more motivated in their studies. Regression analysis further revealed that providing basic needs and spending quality time significantly predicted learning motivation, while moral support did not yield a significant effect. This emphasizes that practical assistance and active parental involvement play stronger roles in sustaining motivation compared to encouragement alone.

The results of this study support Self-Determination Theory (Deci & Ryan, 2000), which posits that autonomy, competence, and relatedness foster intrinsic motivation. Parental support in the form of resources and shared time directly contributed to students' sense of competence and relatedness, thereby strengthening their motivation to learn. The findings also align with recent studies which highlighted the crucial role of parents in creating a supportive environment that enhances academic engagement. Hence, the theoretical and empirical bases of the study were validated, confirming that parental support significantly contributes to students' learning motivation.

These results offer valuable insights into the role of families in education, particularly in motivating first-year students as they transition into higher education. While parental involvement is shown to be a critical factor, the findings also indicate that multiple influences may shape student motivation, highlighting the importance of a holistic approach that integrates school, family, and peer support.

Based on the findings, it is recommended that *parents* strengthen their involvement by focusing not only on providing financial and material support but also on spending meaningful time with their children. While moral encouragement is helpful, the study showed that concrete actions such as ensuring school needs are met and engaging in shared activities have stronger effects on motivation. Parents should therefore combine encouragement with practical assistance to maximize their children's academic drive.

For *educators*, it is advised that they recognize the critical role of families in sustaining student motivation by fostering closer school–parent collaboration. Teachers may initiate programs such as regular consultations, workshops, and joint monitoring of student progress to ensure that parents are actively engaged in supporting their children's learning. These initiatives can enhance both intrinsic and extrinsic motivation by creating a more supportive academic environment.

At the institutional level, *administrators* should develop and implement programs that encourage active parental participation in education. This may include seminars on effective parenting strategies for motivating learners, as well as communication systems that provide parents with timely updates on their children's academic performance. Such measures can bridge the gap between home and school, ensuring that learners receive consistent support across different contexts.

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Finally, for *future researchers*, it is recommended that similar studies be conducted with a broader population that includes students from different year levels and programs to validate and extend the current findings. Future work may also examine other potential factors influencing motivation, such as peer support, teacher influence, and self-efficacy. Employing qualitative methods could likewise offer richer insights into students' lived experiences of parental support and how these shape their academic motivation.

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