

Emotional and Motivational Support of Parents to Intermediate Learners

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Publication Date: 2026/08/08

Abstract: This research examined the emotional and motivational support given by parents to intermediate learners (Grades IV–VI) at San Isidro Elementary School in San Isidro, Castilla, Sorsogon. The study explored how parental support influences learners' confidence, motivation, perseverance, and academic engagement. It specifically identified the types of emotional and motivational support provided by parents, determined its perceived impact on learners' academic outcomes, explored learners' insights regarding parental support, and examined the challenges parents face in providing such support. A mixed-methods approach was employed, involving thirty parents and twelve intermediate learners selected through purposive sampling. Data were gathered using a validated researcher-made questionnaire and a focus group discussion. Findings revealed that parental emotional supports are evident in practices that fostered empathy, reassurance, warmth, open communication, and validation of learners' feelings, highlighting their vital role in nurturing resilience and positive learning experiences. Parental motivational supports were apparent in practices such as verbal encouragement, guiding learners in goal setting, recognizing effort, providing rewards, and modeling perseverance, underscoring their crucial role in fostering persistence and sustained engagement in learning. These forms of support significantly strengthen learners' perseverance, improve task completion, enhance concentration, promote calmer responses during assessments, clarify understanding of instructions, increase motivation, boost classroom participation, build confidence in handling challenges, and develop the ability to prioritize tasks and manage time. However, the study also found that parents encounter challenges such as limited time, communication barriers, minimal educational background, low responsiveness, and family conflicts, which affect their ability to consistently provide support. Based on the findings, a Parent Education Program is proposed to strengthen parental capacity in providing effective emotional and motivational support.

Keywords: Emotional Support, Motivational Support, Intermediate Learners, Parent Education Program.

How to Cite: Rejeane C. Alibarbar; Manuel V. Estera (2026) Emotional and Motivational Support of Parents to Intermediate Learners. *International Journal of Innovative Science and Research Technology*, 11(7), 3349-3362.
<https://doi.org/10.38124/ijisrt/26jul1106>

I. INTRODUCTION

One of the widely recognized factors influencing academic performance of learners is parental involvement. Studies have consistently shown that parental involvement in education plays a crucial role in shaping learners' academic performance, motivation, and overall well-being. As early as possible, children should be guided toward holistic education. However, teachers cannot achieve this alone. Therefore, parents and teachers must work together in order for the learners to reach their full potential. Students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school (Annie E. Casey Foundation, 2022).

Sinclair (2025) said that the different types of parental involvement include academic support, communication with teachers, volunteering at school, and participation in school

governance. Academic support involves parents helping with homework and encouraging educational activities at home, which has been shown to improve student performance. Communication with teachers fosters a partnership that enhances student learning, as studies indicate that regular updates between parents and educators lead to better academic outcomes. Volunteering at school allows parents to engage directly with the educational environment, creating a sense of community and belonging, which positively impacts student motivation. Lastly, participation in school governance, such as joining parent-teacher associations, empowers parents to influence school policies and practices, contributing to a more supportive educational atmosphere. Furthermore, the parental support being given to children are providing basic needs, moral support, and spending quality time. Students need love and care for them to keep pursuing their dreams and ambitions in life. Keeping them motivated may lead to a more successful life (Contreras. 2024).

Among the various forms of parental involvement, emotional and motivational support is particularly significant for intermediate learners. Emotional support refers to the provision of care, guidance, and resources to help students manage their emotions, develop coping strategies, and build strong relationships with peers and educators. It is essential for students' overall wellbeing, as it enables them to navigate the challenges of academic life, build resilience, and achieve their full potential (Lee, 2025). On the other hand, one of the most significant ways parents can foster motivation is through positive reinforcement and encouragement. Celebrating small victories, offering praise for effort, and expressing belief in their capabilities can go a long way in boosting a child's self-esteem and motivation (Lugarawa Youth Foundation, 2024).

School can be very challenging for learners, as they often face pressures to perform well academically, manage social relationships, and meet the expectations of teachers and peers. When parents provide a safe and supportive environment, children feel comfortable expressing their concerns, seeking guidance, and sharing their struggles without fear of judgment. Moreover, listening without judgment, offering comfort, and helping kids manage stress can prevent burnout and keep them motivated. Sometimes, just knowing that someone is there to support them can make all the difference (Chapman, 2025).

Parental emotional and motivational support is especially crucial during the intermediate years, a developmental stage where children are transitioning toward greater independence while still relying on parental guidance for emotional stability and encouragement. According to, Newport Academy (2022), children aged 9–11 are in the middle childhood stage of development. Middle childhood is a difficult time for many kids—and for their parents. This essentially means that children during this stage of development either become proud of their accomplishments or feel inferior to their peers. If they experience the latter, these feelings can lead to low self-esteem during this stage of development and onward.

During middle childhood, children experience significant cognitive and social development. Cognitively, they improve in problem-solving, memory, language, abstract thinking, and impulse control, allowing them to engage in complex social interactions and develop a sense of morality. Socially, they form peer relationships, navigate group dynamics, and seek greater independence, learning cooperation and conflict resolution (Bennett, 2025). Understanding these changes helps parents and educators provide appropriate support during this formative stage.

Consequently, learners who do not receive adequate support during this stage may experience difficulties that reflect in their academic performance. In fact, many learners at the intermediate level continue to face academic challenges. As noted by Ariel Kalil, a developmental psychologist at the University of Chicago (ranked 11th in the 2025 U.S. News & World Report), the issue is closely tied to parental engagement and the everyday interactions

that shape a child's cognitive and emotional development. In fact, *Education Week* (2025) painted a grim picture: 33% of eighth graders and 40% of fourth graders are reading below basic levels.

In the Philippines, learners have been facing significant challenges in recent years when it comes to literacy and numeracy skills. One indicator of the country's state of basic education is the performance in the Programme for International Student Assessment (PISA) which showed dismal bottom ranking of the Philippines-78/78 in 2018 and 77/81 in 2022. As stated by the Department of Education (DepEd), the dismal performance of the Philippines in the 2022 PISA indicates that students in the country are five to six years behind in learning competencies. Additionally, the Philippine Daily Inquirer (2020) reported data from the Department of Education showing that more than 70,000 elementary students in the Bicol region cannot read in either English or Filipino. Of this number, 18,143 are pupils in Grades 3 to 6.

Considering this alarming data and the unique developmental characteristics of intermediate learners, this study will focus on the emotional and motivational support provided by parents to children in this particular age group. While numerous studies have examined general parental involvement, fewer investigations have focused specifically on emotional and motivational support, particularly in the local Philippine context, where the experiences of intermediate learners remain under-researched. In addition, learners' perspectives regarding the support they receive from their parents are often overlooked. Understanding these insights can provide valuable information on how emotional and motivational support affects learners' academic behavior and attitudes toward learning. Likewise, parents face challenges in providing consistent and effective emotional and motivational support due to various factors. Identifying these challenges is essential for developing interventions or parent education programs that enhance support and, ultimately, learners' academic success.

➤ Problem Statement

This study explored the emotional and motivational support provided by parents to intermediate learners (Grades IV–VI) at San Isidro Elementary School in San Isidro, Castilla, Sorsogon.

• Particularly, this Study Answered the Following Problems:

- ✓ What are the emotional and motivational supports given by parents to learners?
- ✓ What is the impact of the emotional and motivational support given by parents to learners in their studies?
- ✓ What are the insights of the learners regarding the emotional and motivational support given by their parents?
- ✓ What are the challenges experienced by parents in giving emotional and motivational support to learners?

- ✓ What parent education program can be proposed to intensify the emotional and motivational support given to learners?

II. METHODOLOGY

This study employed a mixed-methods research approach, specifically an embedded mixed-methods design. This design combined quantitative and qualitative methods to provide a more comprehensive understanding of the research problem. The quantitative data were collected through a survey questionnaire administered to parents to determine the emotional and motivational support they provide to intermediate learners, the perceived effects of such support on learners' studies, and the challenges they encounter in providing support.

The qualitative component involved a Focus Group Discussion (FGD) with learners to explore their insights and experiences regarding the emotional and motivational support they receive from their parents. The qualitative data served as a supplementary source of information that enriched and supported the quantitative findings.

The use of an embedded mixed-methods design was appropriate for this study because it allowed the researcher to gather both numerical and descriptive data, providing a more comprehensive analysis of parental emotional and motivational support and its influence on learners. Furthermore, the findings from both quantitative and qualitative components served as the basis for the development of a parent education program aimed at enhancing the emotional and motivational support provided to intermediate learners.

➤ The Respondents

The respondents of this study were selected using purposive sampling, a non-probability sampling technique in which participants are intentionally chosen based on specific characteristics relevant to the study. The study included thirty parents and twelve intermediate-level children. Parents were selected based on their active involvement in providing emotional and motivational support to their children, while the learners were included as respondents to provide insights regarding the support they received. By using purposive sampling, the study focused on participants who could provide the most relevant and meaningful information about parental support at the intermediate level.

➤ Research Instruments

The study utilized a researcher-made questionnaire and a focus group discussion as the primary research instruments, both of which underwent expert validation to ensure clarity, relevance, and reliability. The questionnaire was used to examine the emotional and motivational support provided by parents to intermediate learners, the perceived impact of such support on learners' studies, and the challenges parents face in providing this support. The focus group discussion was conducted to gather in-depth insights from learners regarding the support they received.

Prior to data collection, the research instruments underwent expert validation and pilot testing to ensure clarity, relevance, and alignment with the study objectives. Revisions were made based on the expert's feedback to enhance the accuracy and appropriateness of the instruments.

➤ Data Collection Procedures

Before the study was conducted, the researcher first secured all needed permissions to ensure proper and ethical research conduct. A formal letter was submitted to the Dean of the Graduate School of St. Louise de Marillac College of Sorsogon explaining the purpose, objectives, and procedures of the study, as well as the target respondents. After approval, the researcher personally brought the endorsed letter to the School Principal of the selected elementary school to ask permission to conduct the study.

After the approval from the school, the researcher prepared the research tools, which included a survey questionnaire for parents and guide questions for the Focus Group Discussion (FGD) with learners. The survey questionnaire were given first to the parent respondents. Before answering, they were informed about the purpose of the study and asked to give their consent. Clear instructions were provided, and the questionnaire were collected after they were completed. After the survey, an FGD was conducted with selected learners. It was held in a comfortable place where they could freely share their ideas. The researcher asked guided questions about the emotional and motivational support they receive from their parents and made sure everyone had a chance to speak.

Ethical rules were followed throughout the process. Participation was voluntary, and the identities and answers of the respondents were kept private and confidential. All data were used only for the study. The data were collected from January 26, 2026, to February 13, 2026, and all questionnaire were successfully retrieved, resulting in a 100% response rate.

➤ Data Analysis Method

The data collected from the researcher-made questionnaire and focus group discussion were analyzed using both quantitative and qualitative methods. For the questionnaire, responses were tabulated and analyzed using descriptive statistics such as frequency and rank to determine the types of emotional and motivational support provided by parents, the perceived impact of such support and the challenges they face in providing such support. Data from the focus group discussion were transcribed and analyzed thematically, identifying patterns and insights regarding learners' perceptions of the support they receive from their parents.

The study integrated quantitative and qualitative data to provide a comprehensive analysis. This approach helped in understanding the role of parental emotional and motivational support in the academic performance of intermediate learners.

➤ Statistical and Qualitative Analysis

The statistical and qualitative analysis in this study aimed to present and interpret data on parental emotional and motivational support, its perceived impact on learners' studies, the challenges parents face, and learners' insights on the support they receive. The variables in this study were quantified using appropriate statistical and qualitative procedures based on the nature of each statement of the problem. For the first sub-problem, which identifies the types of emotional and motivational support given by parents to learners, frequency and ranking were used. The responses gathered from the questionnaire were tallied to determine the number of occurrences for each indicator. The frequency count served as the basis for determining how often each form of parental support was practiced, while ranking was used to arrange the indicators. The highest frequency was assigned Rank 1, indicating the most commonly provided support; Rank 2, indicating frequently provided support; Rank 3, indicating commonly provided support; while the lowest frequency was assigned the last rank, indicating the least commonly provided support.

For the second sub-problem, which determined the impact of emotional and motivational support of parents on learners' studies, the same statistical treatment was applied. Frequency and rank were used to identify the perceived effects of parental support on learners. Higher frequency values indicate stronger perceived impact, while lower frequency values indicate lesser impact. The ranking system was used to determine the relative significance of each impact, with Rank 1 representing the most observed, Rank 2 representing frequently observed impact, Rank 3

representing moderately observed impact, Rank 4 representing less observed impact, and Rank 4 representing the least observed impact.

For the third sub-problem, which explored the insights of intermediate learners regarding the emotional and motivational support provided by their parents, qualitative thematic analysis was used. The responses from the participants were analyzed by identifying recurring patterns, ideas, and experiences. These were grouped into meaningful themes that reflect the learners' perceptions and lived experiences. Each theme was supported by direct quotations from participants to ensure credibility and depth of interpretation.

For the fourth sub-problem, which identified the challenges experienced by parents in providing emotional and motivational support to learners, responses were analyzed using frequency and rank. The frequency count was used to determine how often each challenge was experienced by parents, while ranking was used to arrange the challenges from the most to least experienced. Rank 1 represents the most experienced challenge, Rank 2 highly experienced, Rank 3 moderately experienced, Rank 4 less experienced and Rank 5 least experienced.

The fifth sub-problem was addressed by synthesizing the findings from sub-problems one through four. Based on the types and levels of support, perceived impact on learners' studies, learners' insights, and parental challenges, a parent education program was proposed to enhance the emotional and motivational support given to learners.

III. RESULTS AND DISCUSSION

➤ Emotional and Motivational Supports Given by Parents to Learners

Table 1 Active Listening and Empathy as an Emotional Support Given by Parents

Indicators	Frequency	Rank
Offering comforting words when learner struggles with lessons	27	1
Paraphrasing learner's statement to show understanding	26	2
Acknowledging learners' emotions when they feel frustrated	25	3
Nodding and maintaining eye contact while learner explains school tasks	24	4

The findings reveal that parents provide a wide range of emotional and motivational support to learners, as reflected in the strong patterns across all indicators. These forms of support help shape learners' academic engagement, emotional well-being, motivation, and overall learning behavior, highlighting the important role of parental involvement.

In terms of emotional support, parents commonly demonstrate active listening and empathy by offering comforting words when learners struggle with lessons, paraphrasing learners' statements to show understanding,

acknowledging their frustrations, and maintaining attentive behaviors such as nodding and eye contact. These practices indicate that parents value open communication and seek to make learners feel heard and understood. Such emotional responsiveness helps reduce learners' stress and anxiety, allowing them to express their academic difficulties more openly and confidently. This is supported by the study of Gao et al. (2024). He emphasized that open and supportive communication helps reduce anxiety and creates a positive family environment where learners feel understood, respected, and more comfortable expressing their academic concerns and emotional experiences.

Table 2 Comfort and Reassurance as an Emotional Support Given by Parents

Indicators	Frequency	Rank
Reminding learner that mistakes are part of learning	28	1
Affirming learner's effort in writing tasks	27	2
Providing calming words when learner struggle to work with assignment	26	3
Creating supportive study routine	25	4

Parents also provide comfort and reassurance by reminding learners that mistakes are part of the learning process, affirming their efforts in academic tasks, providing calming words during difficult assignments, and creating supportive study routines. These forms of support encourage learners to develop a growth mindset by helping them view mistakes as opportunities for improvement rather than failures. Through reassurance and consistent encouragement, parents help learners manage academic pressure and remain motivated despite challenges. Although supportive study routines are practiced less frequently than verbal reassurance, they still contribute to creating a

structured and encouraging learning environment. These findings are supported by the study of Zimmer-Gembeck et al. (2023), which found that parental support plays an important role in helping learners cope with academic stress and challenges. The study emphasized that supportive parental behaviors, such as reassurance, encouragement, and positive guidance, strengthen learners' coping abilities and help them manage academic pressure more effectively. In addition, research on growth mindset explains that when parents encourage children to view mistakes as part of learning, learners become more resilient, motivated, and confident in overcoming difficulties.

Table 3 Affection and Warmth as an Emotional Support Given by Parents

Indicators	Frequency	Rank
Affirming learner's worth by using kind words	28	1
Expressing joy when learner completed learning task	27	2
Celebrating small academic milestones (preparing favorite snacks...)	25	3
Offering warm physical gestures (like hug...) after learner finished challenging assignment	24	4

Affection and warmth are likewise evident in the ways parents affirm learners' worth through kind words, express joy when tasks are completed, celebrate small academic achievements, and provide physical gestures of affection such as hugs. The findings indicate that verbal expressions of love, appreciation, and encouragement are the most common forms of parental warmth. This suggests that parents actively nurture learners' self-esteem and emotional security by consistently recognizing their value and

accomplishments. Parmar and Nathans (2022) also found that expressions of affection, encouragement, and appreciation help strengthen children's self-esteem, emotional security, and positive behavior in school. It further highlighted that warm and nurturing parenting contributes to stronger emotional bonds between parents and children, creating a supportive learning environment that encourages positive academic experiences.

Table 4 Emotional Availability as Support Given by Parents

Indicators	Frequency	Rank
Maintaining open communication	29	1
Demonstrating patience and understanding	27	2
Responding promptly to learner's request	25	3
Being present beside learner while doing assignment	21	4

Another important form of emotional support reflected in the findings is emotional availability. Parents commonly maintain open communication, demonstrate patience and understanding, respond promptly to learners' requests, and remain emotionally present during academic tasks. Open communication emerged as the most frequently practiced indicator, suggesting that parents prioritize creating an environment where learners feel comfortable discussing their academic concerns and emotional experiences. Patience and responsiveness further indicate parents' willingness to support learners through challenges without

judgment or criticism. While physical presence beside learners during assignments is less frequently practiced, emotional presence and accessibility remain strongly evident in parental support. In fact, LeMonda et al. (2022) said that when parents are emotionally present and responsive, children are more likely to feel secure, express their concerns openly, and develop better self-regulation and academic engagement. This highlights that emotional availability is more about consistent emotional responsiveness and communication than physical presence alone.

Table 5 Validation of Feelings as Support Given by Parents

Indicators	Frequency	Rank
Affirming learner's excitement after successful learning tasks	27	1
Accepting learner's feeling of overwhelm	26	2
Recognizing learner's disappointment	25	3
Acknowledging learner's frustration	24	4

The findings also show that parents validate learners' feelings by affirming their excitement after successful tasks, accepting feelings of overwhelm, recognizing disappointment, and acknowledging frustration. This demonstrates that parents recognize both positive and negative emotional experiences as important aspects of learning. By validating learners' emotions, parents help children feel accepted and understood, which contributes to emotional security and healthy emotional expression. Positive emotions such as excitement tend to receive stronger reinforcement from parents, although negative emotions are likewise acknowledged and supported. Pereira et al. (2022) actually found that parental responses to children's negative emotions such as acceptance, empathy, and supportive reactions are strongly associated with better emotional regulation and psychological well-being in

children. When parents validate both positive and negative emotions, children are more likely to develop emotional security, healthier emotion expression, and better coping skills in challenging situations.

These findings are consistent with Asif Khan et al. (2025), who emphasized that parental involvement significantly enhances learners' academic motivation and outcomes by creating a supportive environment that nurtures both emotional and academic growth. In addition, Abeywickrama (2025) stressed that while academic assistance is valuable, emotional encouragement plays a crucial role in strengthening intrinsic motivation and active participation, reinforcing the importance of the emotional dimension of parental support.

Table 6 Verbal Encouragement as Motivational Support Given by Parents

Indicators	Frequency	Rank
Praising learner for showing persistence	29	1
Motivating learner by saying, "You are improving..."	28	2.5
Reinforcing learner's confidence by saying, "You are doing your best..."	28	2.5
Cheering learner on performing certain learning task	27	3

In terms of motivational support, parents frequently use verbal encouragement to inspire confidence, persistence, and determination among learners. Parents praise learners for showing persistence, motivate them through encouraging statements such as "You are improving," reinforce their confidence by recognizing their best efforts, and cheer them on while performing learning tasks. These forms of verbal encouragement strengthen learners' self-belief and encourage them to continue exerting effort even during difficult tasks. The findings suggest that parents place strong

emphasis on effort, progress, and perseverance rather than solely on academic outcomes, which promotes intrinsic motivation and resilience among learners. Eccles and Hyde (2020) argued that when parents focus on progress rather than only achievement outcomes, learners develop stronger intrinsic motivation, greater persistence in challenging tasks, and higher resilience in academic settings. Positive verbal reinforcement from parents also strengthens children's belief in their own abilities and supports sustained engagement in learning activities.

Table 7 Goal Setting as Motivational Support Given by Parents

Indicators	Frequency	Rank
Encouraging learner to have study schedule	28	1
Setting realistic learning target for a day	26	2
Guiding learner in breaking down learning tasks into smaller steps	25	3
Helping learner in doing assignment	23	4

Goal setting also serves as an important motivational strategy used by parents. Parents encourage learners to maintain study schedules, set realistic daily learning targets, break down tasks into smaller and more manageable steps, and provide guidance in accomplishing assignments. These practices help learners develop organization, discipline, time management, and a sense of responsibility toward their academic work. The findings indicate that parents focus more on guiding learners and helping them establish productive learning habits rather than directly completing

tasks for them. This approach encourages independence and self-regulation while still providing necessary support and structure. These findings are supported by the study of Hoover-Dempsey and Sandler (2005), who explained that parental involvement is most effective when it supports autonomy such as helping children plan, organize tasks, and set achievable goals rather than directly doing the tasks for them. This type of guided support strengthens students' independence, persistence, and academic engagement.

Table 8 Praise and Recognition of Effort as Motivational Support Given by Parents

Indicators	Frequency	Rank
Commending learner for showing efforts in doing certain learning tasks	28	2
Acknowledging learner's persistence	28	2
Recognizing learner's dedication	28	2
Affirming learner's outputs	27	4

The findings further reveal that parents motivate learners through praise and recognition of effort. Parents commonly commend learners for their hard work, persistence, dedication, and academic engagement. Recognition of effort was emphasized more strongly than affirmation of outputs or results, suggesting that parents value perseverance and commitment as important qualities

in learning. By acknowledging effort rather than only achievement, parents encourage learners to remain persistent and motivated even when faced with difficulties or setbacks. This form of support helps learners build confidence in their abilities and sustain positive attitudes toward academic challenges.

Table 9 Providing Incentives or Rewards as Motivational Support Given by Parents

Indicators	Frequency	Rank
Acknowledging learner's dedication by giving verbal praise	27	1
Offering small tokens after learner has completed a task	26	2
Providing extra playtime or favorite activity as a reward	25	3.5
Granting privileges like choosing a weekend activity...	25	3.5

In addition, parents provide motivational support through incentives and rewards. These include verbal praise, small tokens, extra playtime, favorite activities, and privileges such as choosing weekend activities. The findings suggest that verbal praise remains the most commonly used form of reward, reflecting parents' preference for emotional reinforcement over material incentives. Similarly, Luthans et al. (2020) explained that recognition and positive

reinforcement of effort significantly enhance motivation, persistence, and self-efficacy in learners. Nevertheless, both tangible and intangible rewards contribute to motivating learners and reinforcing positive academic behaviors. These incentives serve as recognition of learners' efforts and accomplishments, encouraging continued engagement and participation in learning activities.

Table 10 Modeling Perseverance as Motivational Support Given by Parents

Indicators	Frequency	Rank
Demonstrating perseverance by showing to learner how to accomplish gradually a difficult learning task	27	1
Explaining how to finish a difficult task	26	3
Modelling to a learner on how to perform a complex learning task	26	3
Showing patience while assisting learner	26	3

Lastly, parents model perseverance by demonstrating patience, persistence, and determination while assisting learners with difficult tasks. Parents show learners how to gradually accomplish challenging activities, explain processes clearly, model appropriate approaches to complex tasks, and maintain patience throughout the learning process. These practices allow learners to observe positive attitudes toward problem-solving and persistence directly from their parents. By serving as role models, parents help learners develop resilience, self-discipline, and confidence in overcoming academic challenges. The findings suggest that parents not only provide direct guidance but also influence learners through the example they set in handling difficulties calmly and persistently. A study of Albert Bandura (2001) explained that children learn behaviors, attitudes, and coping strategies through observational learning or modeling. The study emphasizes that when parents demonstrate persistence, patience, and effective problem-solving in challenging situations, children are more likely to adopt similar behaviors. Parental modeling,

therefore, plays a crucial role in shaping learners' attitudes toward perseverance and effort in learning tasks.

These findings further align with Hapipah et al. (2025), who found that parental involvement significantly enhances students' extrinsic motivation, as learners become more motivated to complete academic tasks and persist in learning when they feel supported and acknowledged by their parents. As well as with Contreras (2024), who emphasized that parental guidance helps develop responsible learners with strong academic motivation, ultimately preparing them for future success.

Overall, the findings demonstrate that parents provide numerous forms of emotional and motivational support that contribute significantly to learners' academic engagement, emotional well-being, confidence, resilience, and overall learning behavior. These findings highlight the vital role of parental involvement in creating a nurturing and supportive learning environment that promotes learners' holistic growth and development.

➤ *Impact of the Emotional and Motivational Support Given by Parents to Learners*

Table 11 Impact of Emotional Support Given by Parents to Learners

Impact	Frequency	Rank
Learners manifest stronger perseverance.	30	1
Learners are more willing to finish homework and projects.	29	2
Learners can concentrate better on their assignment	28	3.5
Learners approach quizzes and examinations with calmer minds.	28	3.5
Learners clarify instructions and complete the given tasks.	24	5

Emotional support from parents has a significant positive impact on learners' academic behaviors, emotional well-being, and overall attitude toward learning. Based on the findings, this support is manifested through parental empathy, active listening, comfort, reassurance, affection, emotional availability, and validation of learners' feelings. These forms of emotional support demonstrate that parents consistently provide a nurturing and responsive environment where learners feel understood, valued, and emotionally secure. Such support is not only expressed through verbal reassurance but also through consistent emotional presence and sensitivity to learners' needs and experiences.

The most notable impact of emotional support is the development of stronger perseverance, indicating that consistent encouragement and understanding help learners become more resilient when facing academic challenges. Learners who receive emotional support are more likely to persist in difficult tasks, demonstrate improved concentration, and approach quizzes and examinations with reduced anxiety and greater confidence. In addition, emotional validation such as acknowledging frustration,

recognizing disappointment, and affirming excitement enables learners to openly express both positive and negative emotions. This contributes to healthier emotional regulation, reduced academic stress, and improved psychological stability, allowing learners to engage more effectively in learning activities. Emotional support fosters responsibility, focus, and a positive learning attitude, although its influence on clarifying academic instructions is comparatively limited because its primary function is affective rather than instructional. This is consistent with the study of Zhang et al. (2026), who found that parental care and emotional support are significantly associated with lower test anxiety and better emotional regulation among students. The study further explains that learners who experience supportive parenting tend to develop stronger grit, coping mechanisms, and emotional stability, enabling them to manage academic pressure more effectively and perform better in evaluative situations. This reinforces the idea that emotional support strengthens learners' internal emotional resources, which directly contribute to improved academic behavior and resilience.

Table 12 Impact of Motivational Support Given by Parents to Learners

Impact	Frequency	Rank
Learners are motivated to complete the tasks.	30	1
Learners become interested in doing learning tasks.	26	2.5
Learners manifest improvement in classroom participation	26	2.5
Learners feel more secure in attempting challenging tasks.	24	4.5
Learners can prioritize tasks and manage time.	24	4.5

Similarly, motivational support strongly enhances learners' academic engagement, persistence, and overall learning development. Based on the findings, this support is evident through verbal encouragement, praise and recognition of effort, goal setting, provision of rewards, and modeling of perseverance. These motivational strategies demonstrate that parents actively guide learners toward achievement-oriented behaviors while continuously reinforcing effort, progress, and persistence. This form of support primarily drives learners to complete academic tasks, while also increasing their interest in learning and active participation in class activities.

The emphasis on effort, improvement, and perseverance rather than solely on academic outcomes strengthens learners' intrinsic motivation and resilience. In addition, it helps learners develop confidence in handling challenging tasks and equips them with essential skills in time management, goal setting, organization, and

prioritization. These findings suggest that motivational support promotes not only academic engagement but also independence and self-regulated learning, as learners are guided to manage their responsibilities and persist through difficulties without relying entirely on parental task completion. This aligns with the findings of Wang et al. (2024), which highlighted that supportive parenting practices significantly enhance students' motivation and self-regulation. The study explains that when learners receive consistent encouragement and structured guidance, they become more capable of managing academic tasks independently, sustaining effort, and developing long-term learning autonomy. This supports the finding that motivational support plays a crucial role in strengthening learners' discipline, persistence, and academic self-management skills.

➤ *The Insights of Intermediate Learners Regarding the Emotional and Motivational Support Provided by their Parents*

Parental support plays a vital role in shaping learners' confidence, motivation, and emotional well-being. Verbal encouragement is especially influential, as it helps learners overcome self-doubt, build confidence, and actively participate in class. This type of support fosters resilience, reduces anxiety, and encourages learners to face academic challenges with courage. Supporting this, Lipnevich et al. (2023) found that praise and positive feedback significantly influence students' motivation and performance by shaping how learners interpret their abilities and progress. The study emphasized that when learners receive encouraging and constructive feedback, they are more likely to persist in tasks, improve performance, and develop a stronger sense of academic self-efficacy. Similarly, Sahli et al. (2024) explained that verbal encouragement significantly improves learners' engagement and affective responses, showing that positive verbal input enhances motivation and learning-related emotions. A study by Ye and Hu (2025) also found that motivational interventions that include verbal encouragement and positive feedback significantly improve learners' self-confidence, willingness to communicate, and classroom participation, while also reducing learning anxiety. The study emphasized that when learners receive supportive verbal input from teachers or significant others, they become more willing to engage in academic tasks and express themselves confidently in class. Additionally, rewards enhance motivation by recognizing learners' efforts, making learning more engaging, and promoting goal-oriented behavior. Viray-Castillejos (2023) emphasized that reward systems serve as effective motivational tools, as they stimulate learners' interest, sustain their attention, and encourage active participation in learning tasks. Fauzi et al.

(2025) actually found that reward-based learning strategies significantly increase students' motivation and engagement. The study showed that rewards such as points, badges, and recognition reinforce positive learning behaviors, leading to higher participation, stronger task completion, and improved learning persistence. It emphasized that rewards help strengthen the connection between effort and achievement, making learners more goal-oriented and motivated to complete academic tasks.

Moreover, practical and emotional support further strengthen learners' sense of responsibility, value, and security. Providing basic needs and academic resources motivates learners to become more responsible and appreciative, while emotional support through care and understanding helps them feel safe and confident in learning. Zhang et al. (2024) said that parental provision of both material support (such as learning resources and study conditions) and emotional support significantly enhances students' academic motivation, sense of security, and overall well-being. This is further supported by Vogel et. al (2023) who said that parental support, including provision of learning resources and academic assistance at home, plays a significant role in improving students' motivation, discipline, and sense of responsibility toward their studies. The study emphasized that when learners receive adequate support from parents, they are more likely to value education, develop a sense of accountability, and become more engaged in their academic tasks. Overall, the combination of encouragement, rewards, and support creates a nurturing environment that promotes learners' confidence, resilience, and academic success.

➤ *The Challenges Experienced by Parents in Providing Emotional and Motivational Support to Learner*

Table 13 Challenges that Hinder Parents in Giving Emotional and Motivational Support to their Learners

Challenges	Frequency	Rank
Limited time intended in providing motivational support	22	1
Communication barriers between parents and learners.	16	2
Minimal schooling of parents which may lead to inadequacy in guiding or setting academic goals for their children	15	3
Low responsiveness of parents in offering guidance and encouragement	12	4
Presence of conflicts in the family	9	5

The findings indicate that while parents are committed to supporting their children's academic and emotional development, several challenges limit the consistency and effectiveness of this support. The most prominent issue is limited time, as parents often struggle to balance work and household responsibilities, reducing opportunities to guide and motivate their children. Similarly, a study published in BMC Psychology (2025) found that many parents experience time constraints due to full-time work and household responsibilities, which significantly limits their ability to participate in school-related activities and provide academic guidance to their children. The study explained that when work demands conflict with parenting responsibilities, parents often prioritize employment, resulting in reduced time for motivation, supervision, and academic support at home. Moreover, communication

barriers also hinder effective support, as difficulties in expressing thoughts and understanding each other weaken emotional connections. This is consistent with the study of Halis et al. (2026) who found that communication barriers between parents and schools, as well as within families, significantly hinder effective parental involvement in learners' education. The study revealed that difficulties in expressing thoughts clearly, language limitations, and misunderstandings between parents and children reduce meaningful interaction at home. These communication gaps often weaken emotional bonds and limit parents' ability to provide consistent academic guidance and emotional support to their children. Additionally, parents' limited educational background may affect their confidence in assisting with academic tasks and setting goals, while low responsiveness can reduce learners' motivation and sense of

support. According to Ye Xin and Lu Yu (2024), parental educational expectations significantly influence children's academic development through parental involvement and emotional responsiveness. The study emphasized that parents with higher educational awareness tend to be more involved and responsive, which strengthens learners' motivation, emotional security, and academic engagement. Conversely, limited parental understanding or responsiveness may weaken support and reduce learners' academic motivation and confidence. Furthermore, family conflicts further contribute to an unstable emotional environment, making it harder to provide consistent care and encouragement. A study by Moreira et al. (2019) found that work–family conflict is significantly associated with higher levels of parental stress, anxiety, and emotional strain, which negatively affects parenting quality. The study explained that when parents experience frequent conflict in the family environment, they become less emotionally available and less consistent in providing warmth, guidance, and supportive interactions with their children. This unstable emotional condition can weaken parent–child relationships and reduce the quality of care and encouragement provided at home. Overall, these challenges highlight that despite parents' genuine willingness and effort to help, various external and personal factors such as time constraints, work demands, limited resources, communication difficulties, and emotional stress can significantly affect their ability to consistently and effectively support their children's learning and development. These factors often interact with one another, making it even more difficult for parents to maintain regular involvement and provide the level of guidance and encouragement they aspire to give.

➤ *Parent Education Program for Enhancing Emotional and Motivational Support for Learners*

The Parent Education Program is strongly grounded in the findings of the study, which revealed that emotional and motivational support from parents significantly enhances learners' confidence, perseverance, engagement, and overall academic performance. The data showed that learners benefit greatly from practices such as verbal encouragement, emotional validation, goal setting, and consistent communication, as these help reduce anxiety and foster a positive attitude toward learning. However, the study also identified key challenges faced by parents, including limited time, communication barriers, and insufficient knowledge of effective support strategies. These gaps highlight the need for a structured intervention that will guide parents in improving their involvement. Thus, the proposed program is based on the premise that when parents are equipped with the right knowledge, skills, and strategies, they can provide more consistent and effective support. As Mata et al. (2018) argued, encouraging parental involvement is not enough; fostering understanding and positive emotional interactions is crucial for improving student motivation and success. By addressing the identified challenges and reinforcing proven supportive practices, the program aims to enhance both parental capability and learners' academic and emotional outcomes.

IV. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

➤ *Findings*

- The emotional supports given by parents to learners through active listening and empathy were reflected in offering comforting words when learners struggled with lessons ($f=27$, rank 1), paraphrasing learners' statements to show understanding ($f=26$, rank 2), acknowledging learners' emotions when they felt frustrated ($f=25$, rank 3), and nodding and maintaining eye contact while learners explained school tasks ($f=24$, rank 4). Comfort and reassurance were manifested through reminding learners that mistakes are part of learning ($f=28$, rank 1), affirming learners' efforts in writing tasks ($f=27$, rank 2), providing calming words when learners struggled with assignments ($f=26$, rank 3), and creating a supportive study routine ($f=25$, rank 4). Affection and warmth were reflected in affirming learners' worth through kind words ($f=28$, rank 1), expressing joy when learners completed learning tasks ($f=27$, rank 2), celebrating small academic milestones, such as preparing favorite snacks ($f=25$, rank 3), and offering warm physical gestures, such as hugs, after learners completed challenging assignments ($f=24$, rank 4). Emotional availability was evident through maintaining open communication with learners ($f=29$, rank 1), demonstrating patience and understanding ($f=27$, rank 2), responding promptly to learners' requests ($f=25$, rank 3), and being present beside learners while they doing assignments ($f=21$, rank 4). Validation of feelings was reflected in affirming learners' excitement after successful learning tasks ($f=27$, rank 1), accepting learners' feelings of being overwhelmed ($f=26$, rank 2), recognizing learners' disappointment ($f=25$, rank 3), and acknowledging learners' frustration ($f=24$, rank 4).

The motivational supports given by parents to learners through verbal encouragement were reflected in praising learners for showing persistence ($f=29$, rank 1), motivating learners by saying, "You are improving" ($f=28$, rank 2.5), reinforcing learners' confidence by saying, "You are doing your best" ($f=28$, rank 2.5), and cheering learners on while performing learning tasks ($f=27$, rank 3). Goal setting was manifested through encouraging learners to have a study schedule ($f=28$, rank 1), setting realistic learning targets for the day ($f=26$, rank 2), guiding learners in breaking down learning tasks into smaller steps ($f=25$, rank 3), and helping learners with assignments ($f=23$, rank 4). Praise and recognition of effort were reflected in commending learners for showing effort in accomplishing learning tasks ($f=28$, rank 2), acknowledging learners' persistence ($f=28$, rank 2), recognizing learners' dedication ($f=28$, rank 2), and affirming learners' outputs ($f=27$, rank 4). Providing incentives or rewards was evident through acknowledging learners' dedication by giving verbal praise ($f=27$, rank 1), offering small tokens after learners completed tasks ($f=26$, rank 2), providing extra playtime or a favorite activity as a reward ($f=25$, rank 3.5), and granting privileges, such as choosing a weekend activity ($f=25$, rank 3.5). Modeling perseverance was reflected in demonstrating perseverance

by showing learners how to gradually accomplish difficult learning tasks (f=27, rank 1), explaining how to finish a difficult task (f=26, rank 3), modeling how to perform a complex learning task (f=26, rank 3), and showing patience while assisting learners (f=26, rank 3).

- The impact of emotional and motivational support of parents is evident in learners' academic behaviors and attitudes. In terms of emotional support, offering comfort, reminding learners that mistakes are part of learning and being emotionally present help learners manifest stronger perseverance (f = 30, rank 1). Affirming learners' efforts, affirming learners' success after tasks and being present during assignments help learners become more willing to finish homework and projects (f = 29, rank 2). Meanwhile, providing calming words and creating a supportive study routine help learners concentrate better on their assignments (f = 28, rank 3.5) and approach quizzes and examinations with calmer minds (f = 28, rank 3.5). Finally, maintaining open communication, patience and understanding, and active listening help learners better understand instructions and complete given tasks (f=24, rank 5).

In terms of motivational support, praising effort and encouraging task completion strengthen learners' initiative, responsibility, and willingness to accomplish academic requirements, making learners feel motivated to complete tasks (f = 30, rank 1). Recognizing effort and providing verbal praise or small rewards help learners become interested in doing learning tasks (f = 26, rank 2.5) and manifest improvement in classroom participation (f = 26, rank 2.5). Setting goals and modeling perseverance help learners feel more secure in attempting challenging tasks (f = 24, rank 4.5) and enable them to prioritize tasks and manage time (f = 24, rank 4.5).

- The learners' insights revealed four major themes: parental encouragement builds confidence and courage; rewards enhance motivation and encourage goal-oriented behavior in learners; practical support makes learners feel valued and responsible; and emotional support helps learners feel safe and secure.
- The challenges experienced by parents in giving emotional and motivational support to learners include limited time for giving motivational support (f = 22, rank 1), followed by communication barriers between parents and learners (f = 16, rank 2). Other contributing factors include minimal schooling of parents, which may affect their ability to guide or set academic goals (f = 15, rank 3), low responsiveness in offering guidance and encouragement (f = 12, rank 4), and the presence of family conflicts (f = 9, rank 5).
- A Parent Education Program designed to strengthen parents' emotional and motivational support for learners is proposed. This program aims to strengthen parents' ability to provide emotional and motivational support to learners by equipping them with effective communication skills, positive reinforcement strategies, and techniques for fostering a supportive home environment. The program will be implemented through

parent orientations, workshops, seminars, reflection sessions, and regular school-home collaboration activities throughout the school year.

➤ *Conclusions*

- Parental emotional supports are evident in practices that fostered empathy, reassurance, warmth, open communication, and validation of learners' feelings, highlighting their vital role in nurturing resilience and positive learning experiences. Parental motivational supports were apparent in practices such as verbal encouragement, guiding learners in goal setting, recognizing effort, providing rewards, and modeling perseverance, underscoring their crucial role in fostering persistence and sustained engagement in learning.
- The emotional and motivational supports given by parents enhance learners' academic engagement and personal growth by promoting positive attitudes, confidence, perseverance, and responsible learning behaviors.
- Parental encouragement, rewards, practical assistance, and emotional support collectively build learners' confidence, motivation, responsibility, and sense of security, which encourage them to perform better in school.
- Challenges experienced by parents such as limited time, communication barriers, minimal schooling of parents, low responsiveness, and family issues hinder parents from consistently providing emotional and motivational support to learners.
- The Parent Education Program aims to strengthen parents' capacity to provide effective emotional and motivational support, thereby improving learners' academic performance and well-being.

➤ *Recommendations*

- Parents are encouraged to consistently integrate both emotional and motivational supports into daily interactions to enhance learners' resilience, persistence, and engagement in learning.
- Parents and teachers recognize the importance of emotional and motivational support and consistently apply positive encouragement, guidance, and reinforcement to improve learners' perseverance, engagement, and academic performance.
- Teachers strengthen partnerships with parents through regular, meaningful communication and clear feedback that guides parents in supporting their children's academic progress.
- Parents and schools strengthen communication and support systems by offering flexible parent engagement activities.
- The proposed Parent Education Program be implemented to equip parents with simple and effective strategies for providing emotional and motivational support to learners.

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