
PARENTAL SUPPORT IN RELATION TO PUPILS' LEARNING MOTIVATION OF SAN FERNANDO I DISTRICT

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ABSTRACT

This study examined the relationship between parental support and learning motivation among learners in San Fernando I District, Division of Bukidnon, for School Year 2024–2025. Specifically, it investigated parental support in terms of (a) provision of learning space, (b) parent assistance during lessons, and (c) provision of food supplies, and its relationship to students' learning motivation in the areas of (a) intrinsic motivation, (b) extrinsic motivation, and (c) self-efficacy. Data were analyzed using statistical tools such as frequency counts, percentages, means, standard deviations, and Pearson Product Moment Correlation Coefficient. Findings revealed that the level of parental support was high, particularly in providing conducive learning spaces, lesson assistance, and nutritional support. Likewise, the extent of students' learning motivation, encompassing intrinsic, extrinsic, and self-efficacy aspects, was found to be large. Furthermore, statistical analysis indicated a significant relationship between parental support and learning motivation. The results suggest that while parental involvement remains essential in fostering a supportive learning environment, students' motivation to learn may be more strongly influenced by other factors, such as personal interests, teacher support, or peer relationships. The study recommends strengthening home-school partnerships, implementing programs that enhance both intrinsic and extrinsic motivation, and exploring additional variables that contribute to learners' motivation and academic success.

KEYWORDS: parental support, learning motivation, intrinsic motivation, extrinsic motivation, self-efficacy, education, San Fernando I District.

INTRODUCTION

Parental support in the youngster's schooling is consistently associated with a child's learning motivation and educational achievement.

Student learning is a challenging process, often defined by numerous obstacles. The research, therefore, focuses on how parental support directly influences students' motivation and scholarly outcomes, clarifying the importance of these relationships.

The objective of this survey is to specify the extent and forms of parental support that influence academic achievement, with a focus on their relevance to student learning and development.

The 'Parental Support and Learning Motivation' survey comprised two parts. These questions covered various aspects of parental support, including the provision of learning materials/space, support in lessons, and food supplies.

Parental involvement in children's education increases both parents' motivation and students' academic achievement. Recognizing this, specialists and decision-makers have promoted strengthening parental support through educational policy programs. It is important to identify and address problems and obstacles that obstruct academic success and can be changed. Active parental support, through attention and care, greatly influences learners' academic outcomes.

The study expressly intended to establish the association between parental support and learning motivation in education. Parental support is unquestionably important. Children do not receive the education they deserve; therefore, they find it difficult to regulate and understand what happens at school. The primary motivation for engaging in their children's education is scholastic success.

Thus, the separate concepts, thinking, overviews, or conclusions, and the various developments related to the study from the past to the present serve as the researcher's guide in developing the study. This chapter will also provide the information essential to observe the study.

Additionally, a teacher has a vital role in the learning arrangement, and their service area is important in the quest to develop quality education; it can encourage both in- and out-of-classroom learning. In addition to countless activities, they lead other correlated tasks at school, such as feeding programs.

Parental support is consistently linked to children's motivation and educational achievement. Parental support in the form of encouragement and assistance has a significant effect on academic results. The school has a significant part in the stages of parental participation in

children's schooling. Specifically, schools can collect feedback from parents and regularly engage them. Also, schools can provide opportunities for parents to discuss their roles in their children's schooling through home appointments and well-planned parent-teacher discussions. Parents exchange ideas with their children about education, expect them to do well, ensure out-of-school activities are positive, and help them plan for higher education.

Adzido (2022) found that parental support affects the educational attainment of students enrolled in state universities and those demonstrating strong academic performance. The study revealed that students who achieve higher grades, perform well on tests, attend classes regularly, display good social skills, exhibit positive behavior, and adjust effectively to school environments are more likely to come from families with committed and caring parents. Moreover, the research highlighted that parental involvement strongly influences academic achievement and learners' interest in pursuing schooling. It also noted that many children from low-income families strive to achieve the same level of academic success as their peers from higher-income households when their parents provide a favorable learning environment.

This finding aligns with Pinatil et al. (2022), which stresses the importance of educational resources such as tables and chairs that have been offered to students for usage in home learning, ensuring easy access for their kids and helping inspire them to learn and shape the academic results of future generations. In the Philippines, the study found that fathers' educational levels strongly influenced their kids' academic performance in forming educational trajectories. The value of parent participation and community members' support for the school's functioning. In situations where formal resources are scarce, local stakeholders step in to provide material aid, such as instructional tools, food for learners, or help with infrastructure (Pinatil et al., 2022). Overcoming resource limitations requires imagination and collective support. (Akter & Biswas, 2022)

Parental support in home learning refers to how parents give guidance, make decisions, and actively participate with their children in planning and supporting the learning process. This support includes creating a home environment favorable to education, offering moral, linguistic, and emotional encouragement, and supplying necessary learning materials or facilities. It may also entail establishing daily routines, such as reading together and taking part in discussions, as well as organizing specific activities to promote children's learning skills (Purwandari et al., 2023).

However, countless parents feel unaware of existing instructional approaches and how they are involved with their child's learning. Most parents are unaware of their child's school

performance. Sometimes, parents did not even inspire their children as they were focused on their careers, but they expected their children to perform well in school. The lack of effort and motivation from their parents can discourage children, leading them to perform poorly in their studies because their parents show little attention to them. Some children felt forced to study, and they struggled academically. The overall confidence that all parents matter really supports and encourages parents' contribution to school events and, therefore, supports learners' academic success.

The main purpose of this study is to establish the relationship between parental support and learners' motivation, noting that parental involvement can deliver a stable, positive influence on student motivation and academic results.

Theoretical Framework

The study is affixed in Rizel Lura's (2023) research. This study's purpose was to determine fathers' and mothers' support in their child's learning. It also encouraged teachers and school administrators to provide home-based learning activities, increasing parents' support for their kid's learning.

Since the COVID-19 pandemic, the disruptions it brought to students' education have made paternal and maternal home-based support especially important. Parents' function in overseeing their children's learning was strengthened, mainly through coordinating their children's studies and developing self-regulation strategies for physical, virtual, or online education.

The parental help extended to the learners is significantly related to their children's learning motivation, which may be observed to have improved in school or home learning.

Grounded in these circumstances, the researcher aims to determine the level of parental support in this study to assess the provision of learning space, lesson assistance, and food supply, and to measure the extent of learners' motivation. This focus is central to the study's purpose.

Figure 1. The schematic diagram of the study shows the relationship between the independent and dependent variables. Figure 1 represents a schematic diagram of the study. The independent and dependent variables are shown. The dependent variable was signified by the correct box, which contained the learner's motivation, including intrinsic, extrinsic, and self-efficacy. The independent variable, which contains three areas such as parents' provision of learning space, assistance to the lesson, and provision of the food supply, is shown on the left of the box.

Statement of the Problem

The study determined the level of parental support for students' learning motivation in schools in the San Fernando I District, Division of Bukidnon, for the School Year 2023-2024. Particularly, it sought to respond to the following questions:

1. What is the level of parental support in terms of a. provision of learning space, b. parental assistance to lessons, and c. provision of food supplies for School Year 2024-2025?
2. What is the extent of learning motivation in terms of intrinsic motivation, extrinsic motivation, and self-efficacy?
3. Is there a significant relationship between the level of parental support and the extent of learning motivation?

Significance of the Study

For learners/pupils, students, the results of this study would provide insight into how their parents love and care for them. They can feel that their parents serve as the first support column when they need someone to lean on, especially for elementary pupils.

For parents, this study's results stress the importance of adequate parental support and its role in boosting learners' morale as they grow.

For teachers, this effort can be applied to advance more strategic social connections with parents. Teachers are the first point of contact for parents when a learner is struggling or has concerns at school.

For School Administrators and Education Leaders, the findings of this study will provide a reasonable basis for their policymaking and can guide precise mediations in potential future circumstances.

Delimitation of the Study

The study was accomplished in San Fernando District I of Bukidnon Division and covered the period from the First Quarter to the Fourth Quarter of S.Y. 2024-2025. The study intended to determine parental support and learners' motivation in Public Elementary Schools in District I of the San Fernando, Bukidnon Division. The relationship between the extent of parental support in the areas of a. parents' provision of learning space, b. assistance to the lesson and c. provision of food supply, and the extent of learning motivation, as one to be discovered. Consequently, the subject respondents were the 120 teachers of the said district, selected through a complete enumeration of the district's public elementary schools in San Fernando. The study uses a descriptive-correlational research design. The instrument cast-off

was a questionnaire adopted from Rizel Lura (June 2023). The data were analyzed using standard deviations, percentages, means, frequency counts, and the Pearson Product-Moment Correlation Coefficient.

Review of the Literature

Having supportive parents helps pupils prepare for a higher level of schooling. With warm guidance, the solid groundwork was laid for students to succeed in their career goals and enjoy the journey.

There were different areas of learning motivation, including intrinsic, extrinsic, and self-efficacy.

Intrinsic motivation can have a constructive impact when natural activity levels shift significantly. Efficient interventions targeting multilevel factors are needed to maintain or increase physical activity in children and adolescents.

Parental involvement in encouraging attention and assistance strongly impacts learners' scholastic results and achievement (Lara, L., & Saracostti, M., 2019). The school also plays an important role in shaping levels of parental involvement in children's education. Specifically, schools can outline their expectations for parents and regularly communicate with them about what children are learning (Durisic, M., & Bunijevac, M., 2017).

Schools can arrange chances for parents and school personnel to discuss their roles in their child's education through interactions, home visits, family nights, and well-planned parent-teacher conferences. Then, when parents talk to their children about education, they can assume their children will do well. They should also ensure that out-of-school behaviors are beneficial and help them plan for higher schooling. This can help their kids achieve improved results in school.

Nevertheless, some parents feel unaware of current instructional approaches and how to become more involved in their child's learning. Most of them do not know their child's school achievements. Sometimes, parents did not even encourage their child as they were busy working, but they expected their child to do well in education. The child felt dismayed and underperformed academically, struggling academically. The overall belief that all parents matter supports and encourages parents' involvement in school events and at home through a provided learning space and other study needs, which can promote learners' academic attainment (Lara, L., & Saracostti, M., 2019).

Parental participation in education at home involves providing support, making decisions, working together to plan, and providing assistance and encouragement to children during the

learning process. It can take the form of creating home conditions that support children's education, not only by providing moral, vocabulary, and emotional support, but also by providing facilities for children and helping with lessons to support the learning process. Parents also help by creating a daily schedule that includes reading books together and discussions, and by making a special schedule to determine activities that support children's learning development (Purwandari et al., 2023).

The analysis specifically aimed to establish the connection between parental involvement and learners' educational achievement. Parents have a different gain over anyone else. They can provide a more stable, consistently positive effect that would enhance and complement what the school fosters in its children. In this regard, parental involvement is unquestionably critical (Guðlaug, G. 2010). However, regarding the content children acquire, many fall short because, in general, they lack essential education and therefore find it difficult to determine and understand what was taught at school (Lara, L., & Saracosti, M., 2019).

Parents who engage in their child's education are associated with academic success (Hornby, G., & Lafaele, R.). Parents who believe in the importance of their child's education tend to be involved in educational activities. In contrast, parents who believe that teachers are the only ones responsible for the educational process are likely to be less involved. Trust between teachers helps increase devotion to partnerships between teachers and parents (Cankar, F., Deutsch, T., & Syntonic, S., 2012). When communication between parents and teachers is frequent, it helps develop trusting, responsible relationships between them (Hornby, G., & Lafaele, R., 2011). Most Educated parents are involved in their child's educational activities at home.

Parent support and participation were well defined in the Parental Involvement In The Philippines: A Review Of Literature 42 Principals, teachers, and parents go hand in hand in achieving the total school community (Evangelista, 2008). Hoover-Dempsey & Sandler describe parental involvement as a "rich vein" of continued parental influence in children's lives as they progress through the elementary, middle, and high school years. This implies that the benefits of a strong home-school relationship do not cease with children's achievement in the early years of education but continue into adulthood.

Academic achievement is a tenacious topic of interest in the research community because researchers have found it to be a gauge of students' adjustment to school and their future success (Rao, et al. 2000). Different researchers have concluded that students' performance is closely interlinked with different factors which affect the performance positively or negatively, these factors can be behavioral, psychological, and social.

Intrinsic Motivation

Intrinsic Motivation and the Undermining Effect. Robert W. White (1959) proposed a broader conception of motivation that extends beyond biological drives tied to survival. He contended that human behavior cannot be fully explained by biological needs or reinforcement learning alone. Even after individuals have been shaped by environmental contingencies and learned through reinforcement, they continue to engage in activities driven by an inherent motivation one that operates independently of external rewards or incentives.

These forms of engagement are not adequately explained by drive-based theories of motivation. Instead, the remaining source of motivation in human behavior can be characterized as intrinsic, as emphasized by Edward L. Deci and Richard M. Ryan (1985) and Robert W. White (1959). Furthermore, the undermining effect highlights the often-neglected importance of intrinsic rewards, indicating that increasing monetary incentives may actually diminish an individual's intrinsic motivation to perform a task (Deci et al., 1999).

The challenging effect is often demonstrated using a free-choice paradigm, as described by Edward L. Deci and colleagues (1999). In this approach, participants in the reward condition are given an external incentive to engage in a task. After the reward is withdrawn, their level of engagement is observed during a subsequent free-choice period. Findings typically show that once the incentive is removed, intrinsic motivation declines, leading to reduced time spent on the task compared to when the reward was still being offered (Deci et al., 1999).

Research Methodology

Research Design

This study used the descriptive-correlational research approach to determine the relationship between the level of parental support and the extent of learning motivation in the areas of a. intrinsic motivation, b. extrinsic motivation, c. self-efficacy in San Fernando District I for the school year 2023-2024.

Research Locale

This study was conducted within the public elementary schools in San Fernando District I, Division of Bukidnon, for the school year 2023-2024.

San Fernando, Bukidnon, a first-class municipality, was formed from the barrios of Maramag and Malaybalay and boasts a deep history rooted in the indigenous Tigwahanons and Matigsalugs, who settled along the Tigwa and Salug Rivers.

San Fernando was created on June 18, 1966, through the Republic Act, after being separated from the municipalities of Maramag and Malaybalay. The municipality's history is closely

linked to the Tigwahanons and Matigsalugs, who were originally nomadic but later settled in the fertile river valleys.

These Indigenous people had a feudal government headed by a "Datu" who served as their political, religious, and military leader. The indigenous people largely subsisted on agriculture, with corn as a major product, and practiced traditional gold panning.

San Fernando has a land area of 70,506 hectares. The municipality is composed of 24 barangays (the smallest local government unit/village). Despite its relatively small size, San Fernando has a significant role in Bukidnon's economy and society. San Fernando is located in the province of Bukidnon, in the Northern Mindanao region.

San Fernando Municipality was known for encouraging parents in terms of their children's schooling, as some of them had only the minimum educational attainment and didn't want their children to be like them. Many school sites were established to serve schoolchildren near their residences.

Findings

Based on the data gathered, the major findings are the following:

The level of parental support, in terms of the provision of learning space, parent assistance through lessons, and food supplies, is high.

The extent of learning motivation across intrinsic, extrinsic, and self-efficacy was great.

There was a significant relationship between parental support and the extent of learning motivation.

CONCLUSIONS AND RECOMMENDATIONS

Considering the findings, the following conclusions were formulated.

In conclusion, the level of parental support in terms of providing learning space, assisting throughout lessons, and supplying food was very high. This level of support fulfills a key role in promoting a positive learning environment and academic success for students. It shows strong parental commitment to focusing on their child's education and well-being. This support can have a significant impact on a child's general educational achievement and development. Moving forward, it is important to continue encouraging this level of parental involvement to ensure students' continued success.

In conclusion, the data show that individuals' motivation to learn was strongly affected by both internal and external factors, as well as by their beliefs in their own abilities. Teachers

and administrators need to take these factors into account when designing educational programs to improve students' motivation and ultimately advance learning outcomes.

Given the findings, the significant relationship between parental support and learning motivation suggests that these factors play a more influential role in students' motivation to learn. The finding stresses the relevance of considering a range of factors beyond parental support when seeking to understand and enhance students' motivation in academic environments to achieve greater gains.

In view of the findings and conclusions, the researcher formulates the following recommendations:

Given the very high level of parental support in providing learning space, providing assistance throughout lessons, and guaranteeing students' nourishment, it is recommended that schools strengthen home-school partnerships through continuous parent engagement programs. Teachers and school administrators should provide regular orientations, evaluation sessions, and skill-building activities to sustain and further enhance parental involvement. Additionally, recognition programs for supportive parents may be implemented to encourage steady participation. By maintaining candid communication and cooperation between parents and educators, the positive impact of parental support on students' academic attainment and overall development can be sustained and even improved.

It is recommended that teachers and decision-makers design learning programs that encourage both internal and external motivation among students. Schools should create engaging, learner-centered activities that promote curiosity, self-efficacy, and a sense of achievement. At the same time, appropriate rewards, recognition, and facilitative learning environments should be provided to strengthen positive learning behaviors. Professional development programs for teachers may also be conducted to equip them with strategies that effectively foster students' motivation and confidence, thereby advancing general learning outcomes.

It is recommended that future educational projects and research investigate additional factors that could sustain or enhance students' motivation to learn, like teacher support, peer relationships, the learning environment, and individual interests. Schools should design programs that address these diverse motivational influences, integrating strategies that foster autonomy, competence, and engagement in learning. Additionally, educators should utilize a holistic approach that considers both internal and external factors affecting motivation to

develop more efficient interventions that foster sustained learner involvement and academic success.

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