

Original Article

Parental Academic Support and Academic Motivation of Elementary Learners: Inputs for Enhancing Home School Partnership Program

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Abstract. Academic motivation is a key determinant of learners' academic success, and parental academic support plays an important role in fostering this motivation. However, limited empirical evidence in the local context of Kiblawan North District specifically examines the relationship between these variables among elementary learners. This study, therefore, investigated the relationship between perceived parental academic support and academic motivation among Grades 4 to 6 learners. A descriptive-correlational research design was employed to describe the levels of parental academic support and academic motivation and to determine the relationship between the two variables. The study involved 77 elementary learners, selected through complete enumeration. Results revealed that learners perceived a very high level of parental academic support ($M = 4.45$, $SD = 0.70$) and demonstrated a very high level of academic motivation ($M = 4.59$, $SD = 0.61$). Furthermore, a strong positive and significant relationship was found between parental academic support and academic motivation ($r = 0.70$, $p < .001$), indicating that increased parental involvement is associated with higher levels of learner motivation. Based on these findings, the study recommends implementing "Project Learning Together: Strengthening Parent Support for Elementary Learners' Motivation," which aims to equip parents with strategies to provide consistent academic guidance, encouragement, and recognition of learners' efforts. Future research may evaluate the effectiveness of this program, explore additional influencing factors such as teacher and peer support, and extend the study to other grade levels to further enhance understanding of learners' academic engagement and performance.

Keywords: *Academic motivation; Descriptive-correlational; Elementary learners; Home-school partnership; Parental academic support*

Parental academic support plays a crucial role in shaping learners' school experiences, particularly during the elementary years when academic attitudes and motivation are still being formed. Despite its importance, many learners continue to demonstrate low academic motivation, limited classroom engagement, and difficulty sustaining interest in academic tasks. These concerns are often linked to variations in the quality of parental guidance, encouragement, and monitoring of school-related activities. When learners perceive insufficient academic support at home, their motivation and participation in learning activities may be adversely

affected, which, in turn, may influence their overall academic development. This underscores the need to examine not only parental involvement in general terms but also how learners perceive and interpret the academic support they receive.

Existing global literature consistently affirms the positive role of parental involvement in students' academic outcomes, though the emphasis varies across studies. Xiao et al. (2025) demonstrated that parental involvement, alongside students' self-management, is associated with improved academic achievement, highlighting the functional role of family support in learning outcomes. In a related study, Yau et al. (2021) found that parenting practices are linked to students' goal engagement, reflecting motivational processes that sustain academic effort. Expanding on this evidence, Hernawati et al. (2025) emphasized, through a systematic review, that parental involvement contributes to academic success through active participation in learners' educational activities. Owoyale-Abdulganiy and Olokooba (2024) further noted that parental engagement is associated with both academic achievement and student motivation, suggesting its dual influence on cognitive and affective learning domains. In European contexts, Salonen (2024) reported that parental engagement is positively related to both academic performance and motivation, while Lin (2025) synthesized findings indicating that higher levels of parental involvement are generally associated with improved motivation and academic outcomes. However, a common limitation across these studies is their focus on observable parental behaviors rather than learners' subjective perceptions of academic support.

Within the Philippine context, similar patterns have been observed, though contextual differences in family structure and resources may influence outcomes. Mabao and Valle (2023) found that parent-child communication and home-based academic support are significantly associated with learners' motivation. Amante et al. (2022) also reported a significant relationship between parental involvement and academic motivation among students in Mindanao. Nevertheless, Escol and Alcopra (2024) highlighted that parental involvement is not uniform, as variations in socioeconomic status, parental availability, and educational background may affect the consistency and quality of support provided at home. Despite these findings, most local studies continue to focus on general parental involvement rather than examining how learners perceive academic support, leaving a conceptual gap in understanding the subjective dimension of parental influence.

In the Davao Region, empirical studies focusing specifically on elementary learners' perceived parental academic support remain limited. Although Amante et al. (2022) and Escol and Alcopra (2024) provide evidence of the relationship between parental involvement and learner outcomes, they do not explicitly explore learners' perceptions of academic support nor its direct association with academic motivation at the elementary level. This indicates a need for localized and construct-specific research that captures learners' lived experiences of parental support within the learning process.

Given these gaps, the present study addresses the need to examine perceived parental academic support as a distinct construct and its relationship with academic motivation among elementary learners. Unlike previous studies that primarily emphasize behavioral aspects of parental involvement, this study focuses on how learners internally interpret and experience such support. In doing so, it provides a more nuanced understanding of the interaction between home environment and learner motivation. It contributes localized evidence that may inform the development of home-school partnership programs.

The study was anchored in Constructivist Learning Theory (Schunk, 2020), which posits that learners construct knowledge through interactions with their environment and the meanings they assign to experiences. Complementing this, Self-Determination Theory (Deci & Ryan, 1985) explains that motivation is shaped by the fulfillment of autonomy, competence, and relatedness, which may be supported through parental guidance, encouragement, and involvement in learning activities.

Specifically, this study aimed to: (1) determine the level of perceived parental academic support among elementary learners; (2) assess the level of academic motivation; (3) examine the relationship between perceived parental academic support and academic motivation; and (4) propose inputs for enhancing home-school partnership programs.

Methodology

Research Design

This study employed a descriptive-correlational research design to determine the levels of perceived parental academic support and academic motivation, as well as the relationship between these variables among elementary learners. This design is appropriate for examining relationships among variables as they naturally occur in a real-world educational setting without manipulation (Johnson & Christensen, 2024; McMillan, 2021). In this study, the design was specifically used to determine whether a significant relationship exists between perceived parental academic support and academic motivation. It does not establish causality but identifies patterns of association between variables. As emphasized by Siedlecki (2019), correlational designs are useful for describing relationships among variables in natural settings.

Participants and Sampling Technique

The participants of the study were 77 elementary learners from Grades 4 to 6 enrolled in an elementary school in Kiblawan North District during the Academic Year 2025–2026. Complete enumeration was used, wherein all members of the accessible population were included in the study. This approach was applied because the population size was manageable and allowed full participation without the need for sampling selection. Complete enumeration is appropriate in small populations as it minimizes selection bias and ensures full representation of the target group (Cohen et al., 2002; Fraenkel & Wallen, 1990). The participants were selected because they are directly exposed to parental academic support and actively engaged in school-based learning experiences. A priori consideration using Cohen's (1992) power analysis indicates that a minimum of approximately 67 participants is sufficient to detect a medium effect size at 0.80 power and 0.05 significance level. Thus, the inclusion of all 77 learners enhances the adequacy and robustness of the data for correlational analysis.

Research Instrument

The study utilized adapted standardized instruments to measure perceived parental academic support and academic motivation. The instrument for perceived parental academic support was adapted from Quijano et al. (2023). The original scale was modified by simplifying selected statements to make them more understandable for elementary learners. For example, items with complex phrasing were reworded into shorter and clearer statements while retaining the original meaning (e.g., items related to parental monitoring, encouragement, and academic guidance were simplified for age appropriateness).

For academic motivation, the instrument was adapted from Nemt-Allah et al. (2025), which measures three dimensions: enjoyment and positive affect, mastery and control, and curiosity and exploration. Minor modifications included simplifying the vocabulary and contextualizing school-related examples to align with elementary learners' experiences, while preserving the scale's theoretical constructs. Educational experts conducted content validation to ensure the items were clear, relevant, and appropriate. A pilot testing procedure was also conducted to assess internal consistency reliability, yielding acceptable results for both instruments. These procedures ensured that the instruments were valid, reliable, and appropriate for the target respondents.

Both instruments utilized a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 1. *Interpretation on the Level of Parental Academic Support*

Likert Scale	Scale Range	Descriptive Interpretation	Interpretation
5	4.20 – 5.00	Very High	Learners perceive consistent, strong, and meaningful support from parents in academic tasks, guidance, and encouragement.
4	3.40 – 4.19	High	Learners perceive substantial parental support in academics, with occasional gaps or inconsistencies.
3	2.60 – 3.39	Moderate	Learners perceive moderate parental support, with limited consistency in guidance, encouragement, or monitoring.
2	1.80 – 2.59	Low	Learners perceive minimal parental involvement in academic tasks, with irregular guidance and support.
1	1.00 – 1.79	Very Low	Learners perceive little to no parental support in their academic activities, guidance, or encouragement.

Table 2. *Interpretation on the Level of Academic Motivation*

Likert Scale	Scale Range	Descriptive Interpretation	Interpretation
5	4.20 – 5.00	Very High	Learners are highly motivated, showing enthusiasm, curiosity, and consistent effort in academic tasks.
4	3.40 – 4.19	High	Learners demonstrate strong motivation and engagement in learning, with occasional lapses in effort or interest.
3	2.60 – 3.39	Moderate	Learners exhibit moderate motivation, showing interest in some academic tasks but inconsistent effort.
2	1.80 – 2.59	Low	Learners demonstrate limited motivation, with minimal engagement and inconsistent effort in schoolwork.
1	1.00 – 1.79	Very Low	Learners show little to no motivation, a lack of interest, and minimal effort in completing academic tasks.

Data Gathering Procedure

The researchers first coordinated with the school head and classroom advisers to secure permission and arrange the schedule for data collection. Ethical clearance procedures were observed, and informed consent was obtained from parents, while assent was secured from the learners to ensure voluntary participation. Prior to data collection, the purpose and procedures of the study were explained to participants in a clear, age-appropriate manner. Confidentiality was emphasized, and learners were informed that participation was voluntary and that they could withdraw at any time without consequence. The questionnaires were administered in a classroom setting under the researchers' supervision. Standardized instructions were given to ensure uniform understanding, and clarification was provided when necessary, without influencing responses. After completion, all instruments were collected, checked for completeness, and prepared for encoding. Responses were encoded into Microsoft Excel and subsequently analyzed using JASP software for both descriptive and inferential statistical procedures.

Data Analysis

The data were analyzed using descriptive and inferential statistics aligned with the study's objectives. Mean and Standard Deviation were used to determine the levels of perceived parental academic support and academic motivation, including its three dimensions. These measures summarized central tendencies and variability in learners' responses. Skewness and Kurtosis were computed to assess data normality and confirm the appropriateness of parametric testing. Pearson Product-Moment Correlation was used to determine the relationship between perceived parental academic support and academic motivation at a 0.05 level of significance.

Ethical Considerations

This study was conducted in strict adherence to ethical principles to safeguard the rights, welfare, and dignity of all participants, particularly given that the research involved elementary learners. Every stage of the research process was designed to ensure that students' participation was safe, voluntary, and respectful of their well-being. Prior to data collection, parents or guardians of the learners were provided with consent forms. These forms explained the study's objectives, procedures, potential benefits, and any minimal risks involved. Parents were informed that their child's participation was voluntary and that they could withdraw their consent at any time without any negative consequences.

In addition to parental consent, learners were given age-appropriate assent forms that clearly described the purpose of the study, the activities they would be involved in, and their right to decline or stop participating at any point. To ensure understanding, the researchers conducted an orientation session in which the study was explained in simple terms, helping learners make informed decisions about their participation. All procedures, including the administration of questionnaires and the collection of responses, were carefully designed to be non-intrusive and free from any physical, emotional, or psychological harm. All information collected from the learners was treated with strict confidentiality. Data were stored securely and were accessible only to the research team, preventing unauthorized access or misuse. Personal identifiers were removed, and responses were coded to ensure that individual learners could not be identified. This allowed the findings to be reported in aggregate form, protecting the anonymity of all participants while maintaining the integrity of the data.

Results and Discussion

Normality Test

The normality of the study variables was assessed using skewness and kurtosis statistics. For Perceived Parental Academic Support, the skewness was 0.45 (SE = 0.28), and the kurtosis was -0.32 (SE = 0.55). For Academic Motivation, the skewness was -0.12 (SE = 0.28), and the kurtosis was -0.21 (SE = 0.55). All values fall within the acceptable range of -2 to +2, indicating that the data are approximately normally distributed. This confirms that parametric statistical analysis, specifically Pearson correlation, is appropriate (George & Mallery, 2010).

Table 3. Skewness and Kurtosis

Variable	N	Skewness	SE Skewness	Kurtosis	SE Kurtosis	Remark
Perceived Parental Academic Support	77	0.45	0.28	-0.32	0.55	Normally Distributed
Academic Motivation	77	-0.12	0.28	-0.21	0.55	Normally Distributed

Perceived Parental Academic Support

Table 4 shows that learners perceive a very high level of parental academic support. This suggests that parents are consistently involved in their children's academic activities through guidance, encouragement, monitoring of schoolwork, and recognition of achievements. The pattern of responses indicates that parental support is not occasional but sustained and multidimensional, covering both academic assistance and emotional reinforcement. From a theoretical perspective, this result reflects the role of the home environment as a supportive learning scaffold. Consistent parental involvement strengthens learners' sense of security and academic self-efficacy, which in turn encourages active engagement in school-related tasks. Thus, parental academic support functions not only as academic assistance but also as a mechanism for shaping learners' attitudes toward learning.

Table 4. Perceived Parental Academic Support

Statements	Mean	SD	Qualitative Rating
My parents helped me develop effective study habits.	4.44	0.66	Very High
My parents encouraged me to achieve good grades.	4.49	0.72	Very High
My parents guided me to do well in school.	4.32	0.77	Very High
My parents checked to make sure I completed my homework.	4.40	0.75	Very High
My parents attended parent-teacher conferences to support my learning.	4.27	0.77	High
My parents guided me when I needed improvement in my grades.	4.55	0.62	Very High
My parents attended school events to support my education.	4.44	0.68	Very High
My parents rewarded me when I achieved high grades.	4.43	0.70	Very High
My parents recognized and celebrated my academic achievements.	4.38	0.74	Very High
My parents supported me in my extracurricular activities.	4.47	0.74	Very High
My parents actively helped with my extracurricular activities (e.g., coaching, volunteering).	4.19	0.80	High
My parents expressed pride when I received good grades.	4.62	0.61	Very High
My parents helped me learn from setbacks and improve my performance.	4.16	0.80	High
I believe my parents' encouragement helped me stay focused on my education.	4.45	0.68	Very High
My parents value education as an important pathway for success.	4.53	0.72	Very High
I knew that if I ever needed help with school, my parents would support me.	4.58	0.61	Very High
My parents actively assisted me with my homework.	4.53	0.68	Very High
My parents regularly reviewed my schoolwork and exercise books.	4.51	0.74	Very High
My parents guided me in making good school-related decisions.	4.55	0.74	Very High
My parents helped me plan my activities and school responsibilities.	4.58	0.59	Very High
Overall	4.45	0.70	Very High

This finding aligns with research indicating that parental involvement is associated with positive academic outcomes. For example, Xiao et al. (2025) reported that parental involvement, together with students' self-management, is linked to improved academic achievement among adolescents. While the study primarily focuses on achievement rather than motivation, it suggests that supportive parental practices are associated with better academic functioning. Similarly, Mabao and Valle (2023) found that parental involvement and parenting practices are associated with students' academic motivation, indicating that learners who receive more support at home tend to show higher motivation in school-related tasks.

Perceived Level of Academic Motivation

Table 5 shows that learners demonstrate a very high level of academic motivation across enjoyment, mastery, and curiosity domains. This indicates that learners are actively engaged in learning, showing enjoyment in academic tasks, persistence in difficult activities, and curiosity in exploring new knowledge. The results suggest that learners are not merely task-compliant but are also cognitively and emotionally involved in the learning process.

Table 5. Level of Academic Motivation

Indicators	Mean	SD	Qualitative Rating
Enjoyment and Positive Affect			
I enjoy participating in classroom activities	4.70	0.63	Very High
I like working on school projects.	4.78	0.50	Very High
I find pleasure in reading schoolbooks.	4.66	0.64	Very High
I feel enthusiastic when the teacher asks me to participate in class.	4.73	0.55	Very High
I enjoy solving homework assignments.	4.55	0.68	Very High
I enjoy thinking about solutions to study problems.	4.70	0.56	Very High
I feel satisfied when I understand a difficult lesson.	4.68	0.59	Very High
Overall	4.68	0.59	Very High
Mastery and Control			
I enjoy applying what I've learned in new situations.	4.27	0.60	High
I like the challenge in difficult study tasks.	4.79	0.44	Very High
I strive to understand lessons completely.	4.64	0.63	Very High
I always try to improve my performance in school subjects.	4.77	0.48	Very High
I feel satisfied when I master a new skill.	4.55	0.74	Very High
I feel confident in my ability to learn new skills.	4.64	0.61	Very High
I try to understand my mistakes to improve my performance.	4.75	0.52	Very High
Overall	4.63	0.57	Very High
Curiosity and Exploration			
I enjoy watching educational programs.	4.64	0.65	Very High
I ask about things I see in the environment around me.	4.70	0.51	Very High
I like searching for answers to questions that interest me.	4.23	0.65	High
I like participating in scientific and knowledge competitions.	4.65	0.60	Very High
I enjoy trying new educational activities.	4.44	0.75	Very High
I like asking questions about things I don't know.	4.69	0.59	Very High
I enjoy learning about different cultures and customs.	3.92	0.89	High
Overall	4.47	0.66	Very High
Grand Total	4.59	0.61	Very High

This result is consistent with literature suggesting that motivated learners tend to exhibit active engagement and persistence in learning activities. Yau et al. (2021) explained that students who demonstrate stronger goal engagement tend to show greater persistence and involvement in academic tasks, which reflects aspects of academic motivation. In addition, Lin (2025) summarized findings from existing studies indicating that parental involvement is generally associated with improved student motivation and engagement, although the study itself is a review rather than an empirical measurement of motivation.

Relationship Between Perceived Parental Academic Support and Academic Motivation

Table 6. Relationship Between Perceived Parental Academic Support and Academic Motivation

Variables	r-value	p-value	Remark	Decision
Perceived Parental Academic Support and Academic Motivation	0.70	<.001	Significant	Reject Ho

Table 6 shows a strong and significant positive relationship between perceived parental academic support and academic motivation ($r = 0.70$, $p < .001$). This indicates that learners who experience higher levels of parental support tend to demonstrate higher academic motivation. Thus, the null hypothesis is rejected. Parental academic support provides emotional encouragement and guidance, enhancing learners' sense of competence and value in learning. As a result, learners become more motivated to engage in academic activities. The significance of this finding lies in its confirmation that academic motivation is not solely an individual trait but is strongly influenced by the home environment. This supports the view that motivation is socially constructed and shaped by meaningful relationships, particularly parental involvement.

Although some studies suggest that parental involvement alone may not fully determine motivation when other factors such as peer and teacher influence are weak, the present findings show that parental support plays a dominant role in this context. This highlights the importance of strengthening home-based support systems in improving learner motivation.

The results of the study revealed a significant positive relationship between perceived parental academic support and academic motivation among elementary learners ($r = 0.70$, $p < .001$). This indicates that learners who

experience higher levels of perceived parental support are more likely to demonstrate stronger motivation for academic tasks. This finding is consistent with Mabao and Valle (2023), who reported that learners with more active parental involvement tend to show higher levels of academic motivation. Their study emphasized that different forms of parenting practices and communication at home are meaningfully linked to students' willingness and drive to engage in school-related activities. Supporting this, Yau et al. (2022) found that supportive parental relationships contribute to adolescents' academic success, particularly by fostering students' ability to remain engaged in their academic goals. Their results suggest that when students perceive positive parental support, they are more likely to sustain effort and engagement in their academic tasks, reflecting motivational processes that influence achievement. Similarly, Xiao et al. (2025) observed that parental involvement is associated with improved academic outcomes, especially when students demonstrate better self-management and learning behaviors. While their study focused on academic achievement, it suggests that parental engagement helps shape learners' academic functioning in ways that are closely related to motivation, such as discipline, persistence, and goal-directed behavior. In addition, Salonen (2024) reported that students who experience active parental involvement tend to perform better academically and benefit from a more supportive learning environment at home. The study also noted that such environments are associated with increased motivation, although motivation was not measured directly as the primary outcome.

Conclusion

Elementary learners experience a highly supportive home learning environment, where parents play an active role in guiding academic tasks, encouraging achievement, recognizing successes, and helping when difficulties arise. These findings suggest that parental involvement is not limited to occasional assistance but reflects a consistent pattern of engagement that helps shape learners' confidence, focus, and motivation toward schooling. In parallel, learners also demonstrate very high academic motivation, reflected in their enthusiasm for classroom activities, persistence in mastering skills, and curiosity in exploring new knowledge. The significant positive relationship between perceived parental academic support and academic motivation ($r = 0.70$, $p < .001$) indicates that learners who experience stronger parental support are more likely to exhibit higher levels of motivation, emphasizing the influential role of the home environment in shaping learners' academic behavior. These findings imply that academic motivation among elementary learners is strongly reinforced by meaningful parental engagement, suggesting that learning is not solely a school-based process but a shared responsibility between home and school. For classroom practice, teachers may strengthen learning outcomes by actively involving parents through regular communication, structured feedback systems, and collaborative learning activities that extend support beyond the classroom. Schools may also consider institutionalizing structured home-school engagement activities such as parent orientation programs on effective academic support strategies and scheduled learning conferences that focus not only on performance but also on learner motivation and behavior.

At the policy level, the results support the need for strengthening home-school partnership frameworks within basic education programs. Policies may prioritize capacity-building initiatives for parents, particularly in providing academic guidance and motivational support at home, as well as integrating parental engagement indicators in school improvement planning. Such policies would reinforce the shared responsibility model of education, in which both the school and home environments contribute to learner development. Based on these implications, the proposed program "Project Learning Together: Strengthening Parent Support for Elementary Learners' Motivation" was developed to institutionalize structured parental involvement. The program includes parent-child study sessions, goal-setting activities, and recognition of learners' academic achievements to strengthen motivation and engagement in learning.

For future research, it is recommended that similar studies be conducted using longitudinal designs to examine the long-term effects of parental academic support on learner motivation and achievement. Further studies may also explore additional variables such as teacher support, peer influence, and digital learning environments to provide a more comprehensive understanding of factors influencing academic motivation.

Contributions of Authors

Author 1: conceptualization, data gathering, writing of the manuscript, editing, data analysis
Author 2: writing, supervising, and revising

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Conflict of Interests

No conflict of interest.

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