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PARENTAL INVOLVEMENT AND STUDENT MOTIVATION: THEIR INFLUENCE ON STUDENT ACADEMIC PERFORMANCE

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ABSTRACT

This study employed a quantitative descriptive-correlational research design to explore the relationships between parental involvement, student motivation, and academic performance among senior high school students at Compostela National High School in Davao de Oro, Philippines. The research locale included the entire senior high school population, specifically 200 students from Grades GAS, HUMSS, and STEM strands, selected through a universal sampling method. The study aimed to describe the levels of parental involvement covering parental expectation, parent-child communication, homework support, and school-based involvement and student motivation, encompassing self-determination, self-efficacy, intrinsic motivation, grade motivation, and career motivation. Data were gathered using a validated survey questionnaire and analyzed through mean scores, Pearson correlation coefficients, and multiple regression analyses. The findings revealed that both parental involvement and student motivation have significant positive relationships with academic performance, with homework support and self-efficacy emerging as key predictors. These results suggest that active parental engagement and intrinsic student motivation are vital factors in enhancing academic achievement. The research design facilitated comprehensive data collection and analysis, providing valuable insights into how parental and motivational factors influence student performance. The outcomes of this study will inform educators, parents, and policymakers in designing strategies to improve academic success in the region.

KEYWORDS: *elementary education, parental involvement, student motivation, academic performance, descriptive - correlational study*

Chapter I

INTRODUCTION

The Problem and Its Background

Academic performance is a multifaceted construct reflecting a student's success within an educational framework, encompassing their acquired knowledge, skills, and competencies. It is often quantified through metrics like course grades, GPA, and achievement of specific learning objectives. Despite its critical role in evaluating educational effectiveness, the precise empirical measurement of academic performance remains a subject of ongoing debate, largely due to its interdisciplinary origins within the social sciences (Sattar et al., 2022). This is further complicated by the fact that academic performance is not solely limited to academic grades but also includes the acquisition of practical skills, knowledge, and competencies essential for success in a chosen field of study (Garcia et al., 2023).

Research indicates that academic performance levels in Latin American countries are notably inferior when compared to the average AP of countries within the Organisation for Economic Co-operation and Development, underscoring a regional disparity in educational outcomes (López-Sánchez et al., 2023). This persistent gap highlights the urgent need for comprehensive educational reforms and targeted interventions to elevate academic achievements across Latin American nations, thereby fostering human capital development and societal progress (Flores-Mendoza et al., 2021). While some progress has been made in terms of educational inclusion and commitment to learning improvements, significant shortcomings in the education sector and persistent educational inequality remain (Bos et al., 2016) (Wu & Fang, 2024).

For instance, a study in Pangasinan identified inadequate study habits as a key contributor to below-average academic performance among Grade 11 students (Salcedo-Relucio, 2019), highlighting that the academic performance of

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students in Tacloban City, much like other regions in the Philippines, serves as a critical indicator of educational quality and remains a persistent concern for educators and policymakers (Aguirre & Legaspi, 2020; Nicolas, 2022).

At Compostela National High School, teachers have observed significant challenges regarding academic performance, with many students struggling to meet expectations. This issue is often linked to a lack of motivation and insufficient parental involvement. Teachers report that disengaged students tend to perform poorly, showing lower participation in class and failing to complete assignments. Contributing factors include socioeconomic challenges, limited access to resources, and personal issues that affect students' focus and commitment to their studies. Addressing these challenges requires a collaborative effort among educators, parents, and the community to foster a supportive learning environment.

Moreover, the quality of teaching and the relevance of the curriculum play critical roles in student performance. When students do not find the material engaging or applicable to their lives, their motivation decreases, further impacting their academic outcomes. To address these challenges, it is essential to foster a supportive environment that encourages both student engagement and parental involvement. By focusing on these areas, Compostela National High School can work towards improving academic performance for its students.

Statement of the Problem

This study aimed to investigate the impact of parental involvement and student motivation on the students' academic performance. Specifically, it sought to answer the following questions:

1. What is the level of parental involvement to students in terms of:
    - 1.1 parental expectation;
    - 1.2 parent-child communication;
    - 1.3 homework support; and
    - 1.4 school-based involvement?
2. What is the level of student motivation in terms of:
    - 2.1 self-determination;
    - 2.2 self-efficacy;
    - 2.3 intrinsic motivation;
    - 2.4 grade motivation; and
    - 2.5 career motivation?
3. What is the level of academic performance of students as their class proficiency in the second quarter exam?
4. Is there a significant relationship between parental involvement and the students' academic performance?
5. Is there a significant relationship between student motivation and their academic performance?
6. Can domains of parental involvement soc predict student academic performance?
7. Can domains of student motivation EI predict their academic performance?

Null Hypothesis

For deeper analysis of the study, the following hypotheses were formulated and tested at 0.05 level of significance:

H_{o1}: There is no significant relationship between parental involvement and students' academic performance.
H_{o2}: There is no significant relationship between student motivation and their academic performance.
H_{o3}: No dimensions of parental involvement can predict student academic performance.
H_{o4}: No dimensions of student motivation can predict their academic performance.

Scope and Delimitation

This study focused on examining the influence of parental involvement and student motivation on academic performance among 200 senior high school students at Compostela National High School. The first independent variable, parental involvement, was assessed through parental engagement in school activities and support for academic endeavors at home. The second independent variable, student motivation was measured based on self-determination; self-efficacy; intrinsic motivation; grade motivation; and career motivation factors that influence students' academic efforts. Academic performance was measured through test scores. This was conducted during the academic year 2025-2026.

The findings would offer valuable insights into how these factors collectively impact student success in the selected indicators. The data were gathered through the use of an adopted survey questionnaire.

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Chapter II

METHODS

This chapter presents the research design research locale, respondents of the study, research instruments, validation of the instruments, research procedure, statistical treatment of data, and ethical considerations.

Research Design

A quantitative descriptive-correlational research design was used in this study. Quantitative method involves the processes of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in survey research that relate to identifying a sample and population, specifying the type of design, collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey study (Creswell, 2014).

This study utilized the correlational approach in discovering relationships among variables. Correlational study examines the connections between two or more variables. Since correlational studies are not experiments, no variables are changed or under the experimenter's control (Cherry, 2022). The descriptive-correlational research design was appropriate in this study since the researcher intended to determine the relationship between the identified variables of the study.

Research Respondents

The respondents of this study were the 200 Grade 12 GAS, HUMSS, and STEM senior high school students at Compostela National High School. They evaluated the role of parental involvement in terms parental expectation; parent-child communication; homework support; and school-based involvement and student motivation in terms of self-determination; self-efficacy; intrinsic motivation; grade motivation; and career motivation. They constituted the whole population from the three strands in senior high school. This means that the respondents were chosen through universal sampling.

In addition, students who are not from the selected strands and from other schools were excluded from the study. Respondents were also informed of their right to withdraw their participation at any time without prejudice and penalty.

Research Instrument

Data were gathered using an adopted questionnaire. In an introductory section, the respondents were informed of the purpose of the study and were asked to participate by completing the questionnaire. A list of statements about different aspects of parental involvement and student motivation was also provided. Parental involvement included parental expectations, parent–child communication, homework support, and school-based involvement. Student motivation included self-determination, self-efficacy, intrinsic motivation, grade motivation, and career motivation.

The analyzed data were interpreted using the scale below:
The second part of the questionnaire measured parental involvement adapted from Goulet, J. A. (2023). It also consisted of 20 items covering the following indicators which have effectively utilized similar methodologies to evaluate the role of parental involvement in terms parental expectation; parent-child communication; homework support; and school-based involvement.

The third part of the questionnaire measures student motivation adapted from Conradty & Bogner (2022). It also consists of 20 items covering the following indicators which have effectively utilized similar methodologies to evaluated the student motivation in terms of self-determination; self-efficacy; intrinsic motivation; grade motivation; and career motivation.

A four-point Likert scale was used to answer each of the items given. The manifestation of each indicator was described as follows: Strongly Agree indicates that the indicator is always manifested, agree indicates that the indicator is often manifested, Disagree indicates that the indicator is rarely manifested, and Strongly Disagree indicates that the indicator is never manifested.

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The academic performance of the students was described using the following parameters: Outstanding indicates excellent academic performance, Very Satisfactory indicates a very good level of academic achievement, Satisfactory indicates acceptable academic performance, Fairly Satisfactory indicates a minimally acceptable level of achievement, and Did Not Meet Expectation indicates that the required academic standard was not achieved.

Statistical Treatment

The responses to the items in the questionnaire were analyzed and interpreted using the appropriate statistical tools as follows:

Mean. This was calculated to assess the overall level of parental involvement, student motivation and performance.

Pearson r correlation. This was used to assess the relationship between independent variables, parental involvement and student motivation and the dependent variable, student performance. It helped to determine if higher parental involvement or student motivation correlate with increased student performance.

Multiple Linear Regression. This was used to determine which of the indicators on parental involvement and student motivation can significantly predict student performance.

Chapter III

RESULTS

This chapter deals with the presentation, analysis, and interpretation of the data collected. The results of the study were presented and discussed in accordance with the research questions outlined in chapter one. level of parental involvement to students

Level of the Parental Involvement

Parent Expectations. Parent expectations, the overall mean is 3.66 described as Strongly Agree. The indicator, *For my parents, it is important that I succeed at school*., obtains the highest mean of 3.88, while the indicator, *For my parents, it is important that I am among the best in my class*., has the lowest mean of 3.16 which is described as Agree.

Parent-Child Communication. Parent-child communication, the overall weighted mean is 3.27 with a description of agree. The indicator, *My parents talk to me about my grades*., obtains the highest mean of 3.45 while the indicator, *My parents talk to me about what I am going through at school with my teacher or my friends*., has the lowest mean of 3.11. Both are described as agree.

Homework Support. Homework support, the overall weighted mean is 3.11 with a descriptive equivalent of Agree. The indicator, *My parents give me a quiet space to do my homework at home.*, has the highest mean of 3.22 while the indicator, *My parents help me when I do not understand something in my homework.*, receives the lowest mean of 3.02. Both are described as agree.

School-Based Involvement. School-Based Involvement, the overall weighted mean is 3.19 which is described as Agree. The indicator, *My parents go to parent meetings at school*., has the highest mean of 3.36, while the indicator, *My parents speak with my teacher (for example, on the phone, at school)*., obtains the lowest mean of 3.06. Both are described as Agree.

Level of the Student Motivation

Self-Determination. Self-determination, the overall mean is 3.40 described as Agree. The indicators *I'm trying hard enough to learn and I use strategies that enable me to learn well* obtain the highest mean of 3.48, while the indicator *I spend a lot of time studying* has the lowest mean of 3.32. Both are described as Agree.

Self-Efficacy. Self-efficacy, the overall mean is 3.34 described as Agree. The indicator, *I think I can get very good grades* obtains the highest mean of 3.40, while the indicator, *I am confident that I will do well in internships, projects or presentations* has the lowest mean of 3.27. Both are described as Agree.

Intrinsic Motivation. Intrinsic motivation, the overall mean is 3.62 described as Strongly Agree. The indicator, *Learning is interesting* obtains the highest mean of 3.66, while the indicator, *I like to learn* has the lowest mean of 3.56. Both are described as Strongly Agree.

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Grade Motivation. Grade motivation, the overall mean is 3.67 described as Strongly Agree. The indicator *I'm thinking about what grade I will get on a test* obtains the highest mean of 3.74, while the indicator *Good grades are important to me has* the lowest mean of 3.62. Both are described as Strongly Agree.

Career Motivation. Career motivation, the overall mean is 3.79 described as Strongly Agree. The indicators *I am preparing well for school assignments and projects, and I am trying hard enough to learn* obtain the highest mean of 3.83, while the indicator *I spend a lot of time studying* has the lowest mean of 3.75. All indicators are described as Strongly Agree.

Level of Student Academic Performance

Academic performance of the students, the grade range 85–89 (Very Satisfactory) obtained the highest frequency of 108, while the grade range 90–100 (Outstanding) has a frequency of 15. Meanwhile, 77 students fall under the grade range 80–84 (Satisfactory). On the other hand, no students belong to the grade ranges 75–79 (Fairly Satisfactory) and Below 75 (Did Not Meet Expectation).

Relationship between parental involvement and student performance

The relationship between parental involvement and student performance. Based on the table, the Pearson correlation coefficient is 0.583 showing a moderate relationship. The p- value is 0.000 which is less than .05. The null hypothesis is rejected. Therefore, there is a significant relationship between parental involvement and academic performance.

Relationship between student motivation and student performance.

The relationship between student motivation and student performance. Based on the table, the Pearson correlation coefficient between student motivation and academic performance is .455, which reflects a moderate relationship. The p-value of is .000. Since the p-value is less than .05, the null hypothesis is rejected. Therefore, there is a significant relationship between student motivation and performance.

Domains of parental involvement as predictors to student academic performance

The results of the regression indicates that the model examined the contribution of different indicators of parental involvement in predicting student academic performance. Specifically, Homework Support is found to be a significant positive predictor ($\beta = .250$, $t = 2.780$, $p = .006$). This suggests that for every one-unit increase in Homework Support, student academic performance scores are expected to increase by 0.919 points when all other variables are held constant.

Conversely, Parental Involvement ($\beta = .140$, $t = 1.942$, $p = .054$), Parent-Child Communication ($\beta = .152$, $t = 1.833$, $p = .068$), and School-Based Involvement ($\beta = .159$, $t = 1.955$, $p = .052$) did not reach the threshold for statistical significance at the $\alpha = .05$ level. However, Parental Involvement and School-Based Involvement demonstrated marginal trends toward significance, indicating that these factors may still contribute to student academic performance but were not strong enough predictors within the current model.

Overall, the findings highlight that Homework Support is the strongest and only statistically significant predictor of student academic performance among the parental involvement indicators, emphasizing the importance of parents actively assisting and guiding their children with academic tasks at home.

Domains of student motivation as predictors to their academic performance

The results indicate that self-efficacy is the strongest and most significant positive predictor of academic performance, beta = .426, $t = 4.526$, $p < .001$. This suggests that for every one-unit increase in self-efficacy, academic performance increases by 1.786 units, holding other variables constant. Additionally, self-determination is also a significant positive predictor, beta = .203, $t = 2.379$, $p = .018$, indicating that higher levels of self-determination are associated with improved academic performance.

In contrast, intrinsic motivation ($p = .684$), career motivation ($p = .623$), and grade motivation ($p = .066$) are not statistically significant predictors in this model. Notably, grade motivation showed a negative trend toward significance (beta = −.156), suggesting a possible inverse relationship with academic performance, although it did not meet the alpha = .05 level of significance. Overall, the findings highlight that self-efficacy and self-determination are the significant predictors of student academic performance among the indicators of student motivation.

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Chapter IV

DISCUSSIONS AND CONCLUSION

This chapter presents the discussions of the results and the conclusion of the study.

Discussions

Level of the Parental Involvement of Student in terms of Parent Expectations. The result revealed that students perceived that their parents strongly emphasize the importance of academic success and educational achievement. The findings show that parents generally expect their children to succeed in school, obtain good grades, and pursue higher education. Students also recognized that their parents consistently remind them about the value of education, which reflects a supportive environment that encourages academic responsibility. Although parents expect their children to perform well academically, the expectation of being among the best in class appears to be less emphasized compared with other expectations. Overall, the responses demonstrate that students clearly perceive that their parents place high importance on educational success and academic progress.

The result agrees Lindberg et al. (2019), noting that academic expectations represent parents' beliefs and judgments regarding their children's future accomplishments, including academic performance and higher educational attainment. In the same way, the result supports Xu et al. (2022), explaining that parents' expectations significantly influence children's motivation, self-perceptions, and academic outcomes. The present study affirms that students are aware of their parents' aspirations and recognize that their parents value education as an important pathway toward future success.

Furthermore, the result is in consonance Zhang et al. (2010), stressing that the expectations parents hold regarding their children's academic success shape students' academic self-efficacy and influence the effort they exert in their studies. Likewise, the claim confirms Ye and Lu (2024), who emphasize that parents with strong educational aspirations tend to cultivate environments that encourage intellectual curiosity, engagement in learning, and a strong work ethic among their children.

In addition, the result aligns Yin et al. (2025), who explain that strong parental expectations often lead to improved academic performance and enhanced well-being among adolescents because these expectations encourage students to strive toward educational goals and maintain persistence in their academic efforts. These perspectives affirm that parental expectations function as a powerful motivational factor that guides students toward greater academic commitment and achievement.

Level of the Parental Involvement of Student in terms of Parent-Child Communication. The result revealed that students perceived that communication with their parents about school-related matters occurs regularly and forms part of their daily interactions at home. The responses indicate that parents talk with their children about what they are learning in school, discuss their grades, and communicate about the experiences they encounter with teachers and classmates. Students also acknowledged that their parents talk with them about the difficulties they experience in school, suggesting that parents provide opportunities for discussion and expression of concerns. Overall, the findings show that students generally agree that communication between parents and children regarding academic matters is present, reflecting a supportive environment where parents remain engaged in their children's educational experiences.

The result agrees with Chkirate et al. (2020) who emphasize that a secure parent–child relationship established through consistent communication is a fundamental component of a child's well-being. In the same way, the result supports Park (2020) explaining that early communication between parents and children creates a lasting framework that shapes children's beliefs about themselves and their relationships with others. Likewise, the finding aligns with Tabachnick et al. (2021) who highlight that parental responsiveness and communication help parents understand children's experiences and emotional needs. These perspectives affirm that regular discussions between parents and children about school matters help strengthen guidance, support, and emotional connection within the family.

Further, the result is in consonance with Fleck et al. (2023) who stress that reciprocal communication between parents and children promotes self-regulation, empathy, and social competence. Similarly, the finding supports Fard (2020) noting that healthy communication patterns within families contribute to improved mental, social, and emotional adjustment among children.

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Furthermore, the result mirrors Li et al. (2023) explaining that open conversations and positive emotional engagement between parents and children strengthen emotional management and psychological development. These perspectives affirm that regular parent–child communication fosters a supportive environment that enables children to express their experiences, manage academic challenges, and maintain positive engagement in their learning and overall development.

Level of the Parental Involvement of Student in terms of Home Support. The result revealed that students perceived that their parents provide consistent support with homework, ensuring that assistance is available when they do not understand assignments. Students indicated that their parents check whether homework is completed, help them plan and organize their study time, provide quiet spaces for learning, and praise them when work is done well. These responses show that students generally agree that their parents are actively involved in facilitating their academic tasks at home, creating a structured and supportive environment for learning. This demonstrates that parental guidance is present in everyday academic activities and contributes to students' sense of accountability and motivation to complete their homework.

The result agrees with Echazarra and Radinger (2019) who explain that structured assistance from parents or tutors helps students overcome learning challenges and improves their academic engagement, particularly when students face limited access to instructional support. Similarly, the result supports Shikulo and Lekhetho (2020) who emphasize that consistent academic guidance outside the classroom strengthens students' participation in learning activities and encourages persistence in completing academic tasks.

In the same way, the outcomes affirm Mi and Galante (2020) who argue that structured learning assistance and tutoring models enhance students' learning experiences by providing continuous academic support. These perspectives confirm that parental involvement in homework contributes significantly to maintaining students' engagement and commitment to their studies.

Also, the result aligns with Venugopalan et al. (2025) who note that effective homework support combines instructional and motivational assistance that strengthens students' understanding and confidence in performing academic tasks. Likewise, the result is in consonance with Lehner-Mear and Colla (2024) who highlight that structured support in independent learning environments fosters self-regulation, persistence, and positive attitudes toward academic challenges. The present study also mirrors Dorresteijn et al. (2024) who emphasize that supportive learning structures contribute to students' satisfaction and academic success.

Moreover, the result supports Maré and Mutezo (2020) who found that consistent academic support systems enhance student engagement and improve academic performance. Collectively, these studies affirm that consistent parental homework support fosters not only academic competence but also responsibility, time management, and a positive disposition toward learning.

Level of the Parental Involvement of Student in terms of School Based Involvement. The result revealed that students perceive their parents as actively engaged in school-based activities and communication with school personnel. Students reported that their parents attend school activities such as sports events and plays, participate in parent meetings, visit the school to collect report cards, write notes to teachers in their agendas, and participate in school committees. These responses indicate that students generally agree that their parents are involved in school-related matters, reflecting a consistent presence and support for their academic and extracurricular engagement.

The result agrees with Qudsyi et al. (2020) who emphasize that active parental participation in school activities, communication with teachers, and engagement in school programs significantly contribute to improved academic outcomes and reduced absenteeism among students. Similarly, the result supports Eden et al. (2024) who explain that effective parental involvement requires participation in school events, collaboration with educators, and active engagement in children's educational experiences. In the same way, the present study aligns with Echazarra and Radinger (2019) who highlight that open communication between schools and families strengthens collaboration and promotes better learning outcomes for students. These perspectives confirm that parental engagement in school-based activities helps reinforce students' motivation and commitment to their education.

Furthermore, the outcome of the present study is in consonance with Faulkner (2020) who notes that strong school–community partnerships allow parents, teachers, and community members to collaborate in supporting students' academic and personal development. Likewise, the claim mirrors Belina et al. (2025) who explain that collaborative educational environments create opportunities that enhance learning experiences and student engagement. This idea also supports Mocho et al. (2025) who found that parental participation in school activities positively influences both

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academic achievement and psychological development among learners. Moreover, the results affirm Sharma (2024) who emphasizes that holistic parental involvement, including communication with teachers and participation in school programs, plays a vital role in strengthening students' academic performance and overall development. Collectively, these studies affirm that active school-based parental involvement creates a supportive educational environment that fosters academic success, motivation, and well-rounded student development.

Level of the Student Motivation in terms of Self - Determination. The result revealed that students generally perceive themselves as highly self-motivated in their academic pursuits. They reported that they spend a significant amount of time studying, prepare thoroughly for school assignments and projects, and consistently apply strategies that enhance their learning. Students agreed that they put considerable effort into understanding their lessons and achieving mastery over their tasks, reflecting a strong commitment to their academic responsibilities. This indicates that learners exhibit a proactive approach to their education, demonstrating persistence and a strong desire to succeed independently.

The result agrees with Forner et al. (2020) who explain that self-determination is strengthened when individuals experience autonomy in pursuing meaningful goals and making decisions about their own actions. Likewise, the result supports Raven and Pels (2021) who highlight that competence, or the perceived ability to effectively interact with one's environment, plays a crucial role in sustaining motivation and encouraging individuals to persist in challenging tasks. In the same way, the statement aligns with Stanley et al. (2021) who emphasize that the fulfillment of the psychological needs of autonomy, competence, and relatedness promotes higher levels of engagement and motivation in various life domains. These perspectives affirm that students who actively manage their learning processes and invest effort in their studies demonstrate the characteristics associated with self-determined behavior.

Furthermore, the result is in consonance with Ryan and Deci (2000) who emphasize that autonomous forms of motivation contribute to sustained engagement, improved performance, and greater psychological well-being. Similarly, the findings mirror Zhang et al. (2025) who explain that intrinsic goals and self-directed motivation significantly enhance academic performance and personal development. The result also supports Mura et al. (2024) who note that supportive environments foster intrinsic motivation and encourage individuals to grow and thrive academically.

Moreover, the present study affirms Vo et al. (2022) who highlight that the satisfaction of basic psychological needs strengthens motivation, persistence, and overall engagement in learning. Collectively, these studies confirm that students who feel capable, autonomous, and motivated are more likely to invest effort in their academic tasks, thereby promoting higher levels of achievement and sustained academic success.

Level of the Student Motivation in terms of Self - Efficacy. The result revealed that students generally perceive themselves as confident in their ability to succeed academically and practically. They agreed that they are capable of performing well on reviews, achieving high grades, mastering classroom content, and excelling in internships, projects, or presentations. This indicates that learners possess a strong belief in their abilities, demonstrating resilience and a proactive approach to overcoming challenges. Students' confidence suggests that they view academic tasks as opportunities for growth rather than obstacles, highlighting a positive attitude toward learning and continuous self-improvement.

The result agrees with Sukirlan et al. (2021) who explain that self-efficacy represents an individual's belief in their capability to accomplish tasks and achieve desired outcomes in various contexts. Likewise, the claim supports Supervía and Quílez-Robres (2021) who emphasize that self-efficacy plays a significant role in guiding individuals' effort, persistence, and motivation when facing challenging tasks. In the same way, the outcomes of the present study align with Zhang (2023) who defines self-efficacy as the perception that individuals possess the necessary skills and abilities to perform specific actions effectively. These perspectives affirm that students who believe in their competence are more likely to engage actively in academic tasks and persist despite difficulties.

Furthermore, the result is in consonance with Zhang and Li (2021) who explain that individuals with high self-efficacy demonstrate a proactive and resilient mindset that positively influences academic achievement and career development. Similarly, the statement mirrors Chen and Hong (2020) who highlight that self-efficacious individuals approach difficult tasks as challenges to be mastered rather than threats to be avoided. The result also supports Shengyao et al. (2024) who emphasize that confidence in one's abilities significantly influences persistence, motivation, and the level of effort invested in academic tasks.

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Moreover, the present study affirms Bekešienė (2023) who states that individuals with strong self-efficacy are more likely to set challenging goals and persevere when confronted with obstacles. Collectively, these studies confirm that students' belief in their academic capabilities strengthens their motivation, resilience, and persistence, thereby contributing to improved academic performance and personal development.

Level of the Student Motivation in terms of Intrinsic Motivation. The result revealed that students strongly perceive learning as meaningful and enjoyable, indicating a high level of intrinsic motivation. They strongly agreed that learning makes sense in their lives, is interesting, and that they like to learn. This suggests that students are naturally inclined to engage with educational tasks for personal satisfaction and curiosity rather than for external rewards. Their responses reflect a genuine interest in acquiring knowledge and a willingness to embrace learning opportunities, demonstrating a deep commitment to their academic growth.

The result agrees with Domenico and Ryan (2017) who highlight that intrinsic motivation fosters greater engagement, creativity, and active participation in learning. Similarly, the result supports White et al. (2020) emphasizing that students who perceive autonomy, competence, and connectedness are more likely to pursue tasks voluntarily.

In the same way, the present study mirrors Ryan and Deci (2020) who assert that intrinsic motivation stems from internal desires to learn, explore, and understand, rather than external pressures. The statement confirms Zhang and Dang (2020) who note that intrinsic motivation contributes to sustained effort and deeper commitment to learning. Furthermore, the result is in consonance with Nyuhuan (2024) who explains that intrinsically motivated learners naturally embrace challenges and engage more deeply with educational content.

Additionally, the present study aligns with Sun (2024) and Romero-González et al. (2023), emphasizing that confidence in one's abilities strengthens intrinsic motivation and supports persistence, self-regulation, and goal achievement. Collectively, these perspectives affirm that students' intrinsic motivation plays a critical role in fostering active engagement, effective learning strategies, and positive academic outcomes, illustrating its significance in holistic student development.

Level of the Student Motivation in terms of Grade Motivation. The result revealed that students place a high value on their academic performance, indicating strong grade motivation. They strongly agreed that good grades are important to them, that achieving high marks in tests and internships matters, and that they frequently consider the outcomes of their assessments. This demonstrates a pronounced concern for academic evaluation, highlighting a drive to achieve excellence and a commitment to performing well in their studies. Students' responses suggest that they are goal-oriented and attentive to their academic standing, reflecting a proactive approach to managing their learning outcomes.

The result agrees with Duan et al. (2020) who explain that extrinsic motivation, driven by outcomes such as grades or recognition, encourages students to engage in learning tasks as a means to an end. Similarly, the statement supports Krstinić and Pauković (2020) emphasizing that extrinsic factors, alongside intrinsic motivation, can significantly shape student engagement and academic performance. This also mirrors Bureau et al. (2021), who highlight that extrinsic motivations, including striving for good grades, represent identified or external regulations along the self-determination continuum. In the same way, the study confirms González et al. (2025) who note that even controlled forms of motivation can effectively direct effort toward academic goals.

More so, the outcome of the present study is in consonance with Johansen et al. (2023) who observe that extrinsic motivation, though less autonomous, can sustain engagement and achievement, sometimes accompanied by heightened anxiety. Collectively, these results affirm that grade motivation plays a pivotal role in guiding students' effort, supporting goal-directed behavior, and complementing intrinsic motivation, illustrating the interplay of both extrinsic and intrinsic motivational processes in promoting academic success.

Level of the Student Motivation in terms of Career Motivation. The result revealed that students exhibit a strong orientation toward career motivation, demonstrating a high level of commitment to their studies and professional preparation. They strongly agreed that they devote considerable time to studying, prepare thoroughly for school assignments and projects, apply effort in learning, and use strategies that enhance their academic performance. This indicates a proactive approach to personal development, suggesting that students are guided by long-term career aspirations and a desire to achieve success in their chosen fields. Their responses reflect persistence, goal-directed behavior, and an awareness of the importance of skills and knowledge acquisition in shaping future opportunities.

The result agrees with Zhang (2021), who notes that motivation is influenced by individual traits, goals, and available resources, which propel individuals toward achieving objectives. Similarly, the findings support Nishii and Leroy (2022), emphasizing that motivation arises from attitudes and values related to work and personal achievement, highlighting the human drive for success. This statements also mirror Markman and Du (2024), who describe career motivation as encompassing effort, persistence, and alignment of personal values with long-term goals. In the same way, the study confirms Luwei and Huimin (2024), noting that career-oriented motivation involves goal-directed strategies, resilience, and the consistent pursuit of meaningful tasks.

Furthermore, the result is in consonance with Chachar et al. (2022) and Andriansyah et al. (2021), who observe that intrinsically motivated individuals derive satisfaction and productivity from engaging in tasks that align with their personal and professional aspirations. Overall, these results affirm that students' career motivation serves as a critical driver of educational engagement, enabling the development of essential skills, knowledge, and resilience that support future professional success.

Level of Academic Performance of Students. The result revealed that students' academic performance was rated very satisfactory, indicating a high level of achievement across assessed indicators. Students consistently demonstrated strong performance outcomes, reflecting the effectiveness of both individual effort and the support systems surrounding them. This suggests that learners are able to apply the skills, knowledge, and strategies they have developed through structured academic activities, homework support, and school-based involvement to successfully meet learning expectations. Their performance highlights not only cognitive competence but also the integration of motivation, self-efficacy, and intrinsic engagement in contributing to overall academic success.

The result supports and mirrors Hadi et al. (2022), who emphasize that academic outcomes are shaped by the interplay of student attributes, familial support, institutional resources, and broader societal factors. Similarly, the findings align with Wang and Chen (2024), noting that cognitive abilities, psychological well-being, socioeconomic conditions, and cultural contexts dynamically interact to influence learning achievement. The statement also confirms Al-Tameemi et al. (2023), highlighting that personal diligence combined with structured guidance and supportive environments significantly impacts academic success. In the same way, the claims are in consonance with Echazarra and Radinger (2019), who stress that contextual challenges, such as limited access to educational resources, can affect performance, but targeted interventions and support can mitigate these effects.

Additionally, the result mirrors Tindle et al. (2022), who argue that holistic strategies integrating motivation, self-determination, and career-oriented preparation enhance sustained student achievement. Overall, these affirm that students' very satisfactory academic performance results from a combination of individual effort, supportive family and school engagement, and the effective application of motivational and self-regulatory strategies, demonstrating the importance of comprehensive approaches in fostering educational success.

Significant relationship between parental involvement and student performance. The result revealed that parental involvement is strongly associated with higher student academic performance. Students indicated that their parents actively participate in their education by assisting with schoolwork, attending school activities, communicating with teachers, and monitoring academic progress. This demonstrates that parental engagement functions as a supportive and motivational mechanism, fostering students' diligence, persistence, and effective learning habits. Students' responses suggest that the guidance, encouragement, and resources provided by parents contribute significantly to their academic success and overall development.

The result supports and mirrors Yang et al. (2023), who explain that parental engagement positively influences academic achievement, attitudes toward learning, and social-emotional development. Similarly, it aligns with Utami (2022), highlighting that active parental participation including homework support, attending school events, and communication with teachers which is linked to improved attendance, higher enrollment in advanced courses, and enhanced academic performance. Theoutcomes also confirm and resonate with Echazarra and Radinger (2019), noting that regular parental involvement strengthens student outcomes and fosters a positive school climate. In the same way, the result is in consonance with Mocho et al. (2025), who emphasize that autonomy-supportive parental involvement promotes motivation, engagement, and psychological well-being. Additionally, the statement mirrors Qudsyi et al. (2020), who highlight that consistent parental presence and collaboration with schools contribute to academic success and the development of effective learning habits.

Overall, these results affirm that parental involvement is a crucial factor in enhancing academic performance, fostering positive learning behaviors, and supporting students' holistic educational development.

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Relationship between student motivation and student performance. The result revealed a significant positive relationship between student motivation and academic performance, indicating that higher levels of motivation are associated with better academic outcomes. This suggests that students who exhibit strong intrinsic, extrinsic, career, and grade motivation tend to perform better in their studies. Motivation, encompassing goal-directed behavior, perseverance, and engagement in learning tasks, plays a pivotal role in influencing students' academic success.

The result supports and mirrors Raven and Pels (2021), emphasizing that motivation arises from the satisfaction of autonomy, competence, and relatedness, which fosters engagement and well-being. Similarly, it aligns with Krstinić and Pauković (2020), who highlight that intrinsic motivation promotes personal satisfaction and mastery, while extrinsic and grade-related motivations provide incentives that sustain effort and diligence. The outcome also confirms and resonates with Bandura (2009), Sukirlan et al. (2021), and Zhang and Li (2021), illustrating that self-efficacy strengthens persistence, proactive problem-solving, and resilience, thereby enhancing the motivation–performance link. In addition, the result is in consonance with Sharma (2024), emphasizing that parental engagement nurtures both intrinsic and extrinsic motivation, reinforcing students' commitment and effort.

Lastly, the results mirror Duan et al. (2020), who note that goal-directed and self-regulated behaviors, fueled by motivation, are key determinants of academic achievement. Overall, these results affirm that student motivation plays a critical mediating role in academic success, demonstrating that fostering both internal motivational drives and supportive parental involvement is essential for optimizing performance outcomes.

Domains of parental involvement as predictors of student academic performance.
The result revealed that among the indicators of parental involvement, homework support emerged as the strongest predictor of student academic performance. This suggests that when parents actively assist their children with homework, students demonstrate higher academic achievement. Parent–child communication and school-based involvement also showed positive contributions, indicating that engagement in discussions about schoolwork and participation in school-related activities enhance learning outcomes. Although the general measure of parental involvement indicated a positive relationship with student performance, the specific forms of support, particularly direct academic assistance, were more influential in predicting success. Overall, these findings highlight the multifaceted nature of parental engagement and its critical role in fostering students' academic development.

The result supports and mirrors Utami (2022) and Sharma (2024), who emphasize that parental participation, ranging from assisting with homework to involvement in school activities, enhances academic achievement and promotes positive attitudes toward learning. It aligns with Venugopalan et al. (2025), highlighting that homework support strengthens comprehension, provides reinforcement, and motivates students to engage actively in learning. Similarly, the result confirms Fard (2020), showing that parent–child communication nurtures both cognitive and emotional development, creating a conducive environment for academic engagement.

Furthermore, the outcomes of the present study resonate with Gonzalez-DeHass et al. (2005) and Buoy (2013), illustrating that parental engagement functions as both motivational and structural support by offering resources, attentiveness, and emotional encouragement. Finally, the result is in consonance with Qudsyi et al. (2020) and Eden et al. (2024), demonstrating that school-based involvement connects home and school environments, facilitating consistent expectations, monitoring, and collaborative problem-solving. Overall, these findings affirm that multifaceted parental involvement particularly direct academic assistance, communication, and school participation significantly contributes to students' academic success, motivation, and holistic educational development.

Domains of student motivation as predictors to student academic performance
The results indicate that among the student motivation indicators, self-efficacy emerged as the strongest predictor of academic performance, suggesting that students' beliefs in their abilities to successfully execute tasks significantly influence their academic outcomes. Self-determination also positively contributed to student performance, indicating that learners who experience autonomy, competence, and relatedness in their learning environment tend to achieve higher academic results. Conversely, intrinsic motivation, grade motivation, and career motivation did not show significant predictive effects in this model, highlighting that not all forms of motivation equally translate into measurable academic success. Overall, these findings emphasize that students' confidence in their capabilities and their sense of agency are central to achieving superior academic performance.

The result supports and mirrors Bandura (2009) and Zhang and Li (2021), who emphasize that students with high self-efficacy proactively approach challenges, persist through difficulties, and employ effective strategies to attain goals. It aligns with Ryan and Deci (2000) and Forner et al. (2020), whose self-determination theory posits that fulfilling

psychological needs for autonomy, competence, and relatedness fosters engagement and indirectly enhances performance outcomes.

Similarly, the outcomes of the present study resonate with Sukirlan et al. (2021) and Chen and Hong (2020), highlighting that students confident in their abilities are better equipped to navigate complex academic tasks, regulate effort, and maintain performance under pressure. Furthermore, the result confirms the observations of Supervía and Quílez-Robres (2021), illustrating that self-directed approaches and persistent effort are key mechanisms linking motivation to achievement. Finally, the study is in consonance with Zhang et al. (2025), who note that internalized motivation combined with a sense of competence significantly predicts academic success. These findings affirm that fostering self-efficacy and autonomy-supportive learning environments is crucial for optimizing academic achievement, underscoring the central role of confidence and agency in students' educational performance.

Conclusion

Results of the study indicate that parental involvement and student motivation both play important roles in shaping student academic performance. Parental engagement is generally positive, yet the analysis shows that not all types of involvement contribute equally to achievement; home-based, task-focused support such as assisting with homework appears to have the most direct and meaningful association with student outcomes, whereas broader forms of participation and general communication show weaker predictive power. Despite variation among involvement types, the overall pattern affirms the value of an engaged home environment in supporting learning.

Similarly, the motivational profile of students highlights that certain internal drivers are particularly influential for academic success. Measures that reflect students' beliefs about their competence and their sense of autonomy are the strongest predictors of performance, while other motives tied to grades or future careers exhibit weaker or inconsistent direct effects when those deeper motivational constructs are considered. This suggests that fostering students' self-efficacy and self-determination is likely to be more effective for improving achievement than relying primarily on extrinsic incentives.

These results imply that a combined approach to equipping parents with practical strategies for providing focused academic support at home and implementing school practices that build students' confidence and autonomy offers the most promise for enhancing academic performance. Although some involvement types and motivational factors show only modest predictive power in this dataset, the broader evidence base supports continued efforts to strengthen home–school partnerships and to develop interventions that cultivate students' internal motivation and learning competence

Recommendation

Based on the findings of the study, several practical recommendations can be made to strengthen the roles of learners, teachers, parents, school administration, and future researchers in improving academic outcomes.

1. Students are encouraged to strengthen their self-efficacy and self-determination, as these were identified as significant predictors of academic performance. They may develop effective study habits, practice self-regulated learning strategies, and maintain confidence in their academic abilities in order to improve their academic outcomes.
2. Teachers may design classroom activities and learning strategies that enhance students' self-efficacy and self-determination, such as providing constructive feedback, encouraging goal-setting, and promoting independent learning. Teachers may also strengthen communication with parents to guide them on how to effectively support students' academic tasks at home.
3. Parents are encouraged to provide consistent homework support, since it was found to be the strongest significant predictor among the parental involvement indicators. Parents may regularly monitor homework completion, assist children when they encounter difficulties, and provide a quiet and supportive learning environment at home.
4. School administrators may implement parent engagement programs and workshops that focus on effective homework support and strategies to assist students academically. Schools may also develop programs that build students' confidence, perseverance, and self-directed learning skills.
5. Future researchers may conduct similar studies using larger samples, different educational levels, or additional variables to further examine the influence of parental involvement and student motivation on academic performance. They may also explore other potential predictors that could strengthen the understanding of factors affecting student achievement.

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