

The Effects of Family Influence on Academic Motivation and Performance among BSCS students at Surigao Del Norte State University

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Abstract: *This study examined how family influence affects the academic motivation and performance of BSCS students at Surigao del Norte State University. It specifically looked at family support, expectations, communication, and involvement, and how these relate to students' motivation and academic performance. The study also identified which family factors best predict motivation and performance.*

A quantitative descriptive-correlational research design was used. The study included 43 BSCS students selected through simple random sampling. Data were gathered using a structured questionnaire with a 4-point Likert scale and were analysed through frequency count, percentage, weighted mean, Pearson correlation, and regression analysis.

The results showed that the respondents had a high level of academic motivation and experienced a high level of family influence.

Their academic performance was rated satisfactory. The findings also revealed a significant positive relationship between family influence and both academic motivation and academic performance. Among the family factors, family involvement was the strongest predictor of both motivation and performance. In addition, academic motivation had a strong positive relationship with academic performance, which suggests that it may play a mediating role.

Mostly, the study shows that family influence plays an important role in students' academic life. When families are supportive and actively involved, students tend to become more motivated and perform better in school.

Keywords: Family influence, academic motivation, academic performance, quantitative descriptive-correlational research

I. INTRODUCTION

College students face many challenges that can affect their academic performance. Aside from schoolwork, they also deal with personal, social, and financial concerns. Even with these pressures, family remains one of the strongest influences in a student's life.

Family influence includes the support, expectations, communication, and involvement that students receive from their parents or guardians. These factors can shape how students see education and how seriously they take their studies. When students feel supported at home, they are more likely to stay focused, confident, and motivated.



Many studies have already shown that family support can improve academic motivation and performance. A home environment that encourages learning can help students become more responsible and determined to succeed. In the Philippine setting, where family ties are very strong, this influence becomes even more important.

Nevertheless, there are still limited studies that focus on how family influence affects both academic motivation and academic performance among BSCS students in a local university. This study addresses that gap by examining the relationship between these factors at Surigao del Norte State University.

Review of Related Literature and Knowledge Gap

Family Influence on Academic Motivation

Family influence has consistently been identified as a key determinant of academic motivation. Research indicates that familial background, expectations, interaction, and involvement significantly shape students' willingness to engage in academic tasks and pursue educational goals (Tano & Tano, 2024). Additionally, parental involvement has been shown to positively affect students' motivation and self-concept, highlighting the importance of family support systems in higher education (Abay-Abay et al., 2024).

Family Influence on Academic Performance

Several studies have also demonstrated that family support directly and indirectly influences academic performance. Family resources, emotional support, and expectations contribute to students' self-efficacy, which in turn affects their academic achievement (International Journal of Educational Development, 2021). Furthermore, family guidance plays a role in students' educational decisions and persistence in college (Barte & Arat, 2024).

Knowledge Gap

Despite the growing body of literature, there is a noticeable gap in studies focusing on **both academic motivation and academic performance simultaneously** within a **localized Philippine university context**, particularly at Surigao del Norte State University. Existing studies often focus on general populations or different regions and may not fully capture the unique socio-cultural dynamics of students in Surigao del Norte. Moreover, limited research explores how specific family factors (e.g., expectations, communication, and support) interact to influence both motivation and performance among college students in this setting.

Statement of the Study

This study aimed to determine how family influence affects the academic motivation and academic performance of BSCS students at Surigao del Norte State University. It focused on how parental support, expectations, communication, and involvement influence students' motivation to learn and their academic results.

A. Objectives of the Study

The study aims to:

1. Determine the level of academic motivation among BSCS students.
2. Identify the extent of family influence in terms of support, expectations, communication, and involvement.
3. Assess the academic performance of the students based on selected indicators.
4. Examine the relationship between family influence and academic motivation.
5. Analyze the relationship between family influence and academic performance.
6. Identify which family factors significantly predict academic motivation and performance.
7. Explore whether academic motivation mediates the relationship between family influence and academic performance.



CONCEPTUAL FRAMEWORK

This study is based on the idea that family influence affects students' academic motivation, which then influences academic performance. Family support, expectations, communication, and involvement are treated as outside influences that shape students' motivation and learning behavior.

Academic motivation acts as a bridge between family influence and academic performance. Students who receive encouragement and guidance from their families are more likely to build confidence, persistence, and commitment toward their studies. Sequentially, this motivation can lead to better academic outcomes.

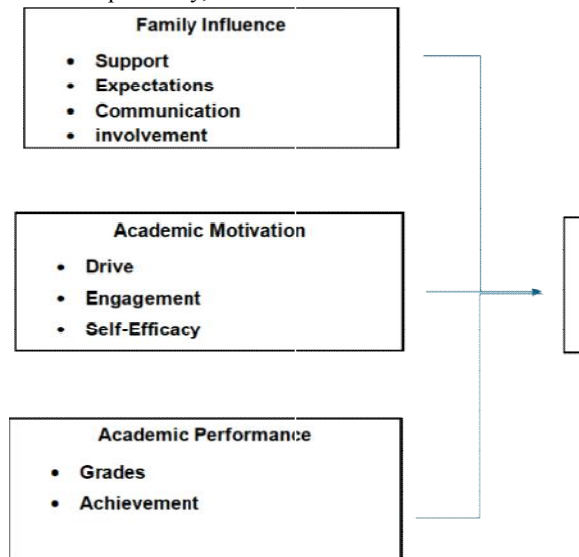


Fig1 Conceptual Framework of the Study

II. REVIEW RELATED LITERATURE

B. Family influence on Academic Performance

Family plays a crucial role in shaping students' academic motivation, particularly during their college years. According to **Tano and Tano (2024)**, family background, expectations, interaction, and involvement significantly influence students' motivation and academic success. Their study found that students who experience strong familial support tend to develop higher levels of motivation and a more positive attitude toward learning.

Similarly, **Guevara and de Dios (2024)** emphasized that supportive family relationships are strongly associated with higher levels of student motivation in higher education institutions. Students who perceive their families as emotionally supportive are more likely to demonstrate intrinsic motivation and persistence in academic tasks.

Parental involvement also plays a significant role in enhancing students' academic motivation. **Abay-Abay et al. (2024)** found that active parental engagement positively influences students' self-concept and motivation, which are essential for academic success. This suggests that family participation in students' academic lives remains important even at the college level.

C. Family Influence on Academic Performance

Beyond motivation, family influence also directly impacts academic performance. Research has shown that family support, financial stability, and educational expectations contribute to students' academic achievement. A study published in the **International Journal of Educational Development (2021)** revealed that family influence affects academic performance through self-efficacy and students' perception of progress toward academic goals.



Moreover, family guidance plays a role in shaping students' academic decisions and persistence in college. **Barte and Arat** (2024) found that family members are among the primary sources of motivation and decision-making support when students choose and pursue higher education. This highlights the continuing importance of family influence in students' academic journeys.

D. Academic Motivation and Academic Performance

Academic motivation has been widely recognized as a key predictor of academic performance. Motivated students are more likely to engage in learning activities, demonstrate persistence, and achieve higher academic outcomes. Studies indicate that motivation influences students' ability to manage their learning behaviors, which ultimately affects their academic achievement.

Furthermore, self-efficacy, often influenced by family support, plays a mediating role between motivation and performance. Students with high motivation and confidence in their abilities tend to perform better academically, as they are more resilient in overcoming academic challenges.

III. METHODOLOGY

This chapter explains the procedures used in the study. It includes the research design, participants, sampling method, research instrument, data gathering procedure, and statistical tools used in analysing the data to determine the effects of family influence on the academic motivation and academic performance of BSCS students at Surigao del Norte State University (SNSU).

E. Research Design

The researchers used a quantitative descriptive-correlational research design. This design was suitable because it allowed them to describe the level of family influence, academic motivation, and academic performance, and determine the relationships among these variables using numerical data.

F. Participant and Sampling Method

The study involved 43 BSCS students enrolled at Surigao del Norte State University during the Academic Year 2025–2026. The participants came from different year levels in the program and were chosen through simple random sampling. This gave every student an equal chance of being selected and helped reduce bias.

G. Research Instrument

The researchers used a structured questionnaire as the primary research instrument for gathering data. The questionnaire was distributed through Google Forms to provide convenience and efficiency in collecting responses.

The survey questionnaire consisted of three main variables:

Family Influence

- Support
- Expectations
- Communication
- Involvement

Academic Motivation

- Drive
- Engagement
- Self-Efficacy

Academic Performance

- Grades
- Achievement



The questionnaire contained a total of 36 statements, with 12 indicators for each variable. The respondents answered the statements based on their experiences and perceptions regarding family influence, academic motivation, and academic performance.

The study used a 4-point Likert Scale to measure the responses of the participants. The scale and interpretation are presented below:

Table 1. Scale of Interpretation for Likert Responses

Scale	Range	Verbal Description	Interpretation
4	3.50 – 4.00	Strongly Agree	Very High
3	2.50 – 3.49	Agree	High / Moderate
2	1.50 – 2.49	Disagree	Low
1	1.00 – 1.49	Strongly Disagree	Very Low

The Likert Scale enabled the researchers to quantify the respondents' perceptions and determine the level of family influence, academic motivation, and academic performance.

H. Data Collection Procedure

The data was collected through an online questionnaire. Before answering, the respondents were informed about the purpose of the study and gave their voluntary consent. They were assured that their responses would remain confidential and would be used only for academic purposes. After gathering the responses, the data were organized and prepared for analysis.

I. Statistical Tools Used

The data were analyzed using descriptive and inferential statistics. Frequency and percentage were used to describe the respondents' profiles. Weighted mean was used to determine the level of each variable. Pearson correlation was used to test the relationship among the variables, while regression analysis was used to identify which family factors significantly predicted academic motivation and performance.

J. Frequency and Percentage Distribution

This statistical tool was used to describe the demographic profile of the respondents, including age, sex, and year level. It was also used to summarize the respondents' answers regarding family influence, academic motivation, and academic performance.

Weighted Mean

The weighted mean was used to determine the average responses of the participants regarding the level of family influence, academic motivation, and academic performance. It helped identify the general interpretation of the respondents' perceptions based on the 4-point Likert Scale.

The computed weighted mean results were as follows:

- Family Influence – 3.02 Mean
- Academic Motivation – 3.10 Mean
- Academic Performance – 3.11 Mean

These results indicate that the respondents generally agreed that family influence affects their academic motivation and academic performance.



K. Pearson Product-Moment Correlation Coefficient (Pearson r)

The Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine the strength and direction of the relationship between family influence, academic motivation, and academic performance.

This statistical tool helped identify whether family-related factors significantly affect students' academic motivation and academic performance. The level of significance was set at 0.05, where a p-value less than 0.05 indicated a statistically significant relationship among the variables.

The data gathered were processed and analyzed using statistical software to ensure the accuracy and reliability of the findings. The results served as the basis for the conclusions and recommendations of the study.

IV. RESULTS AND DISCUSSION

This chapter presents the analysis, interpretation, and discussion of the data gathered in the study entitled “**Family Influence, Academic Motivation, and Academic Performance among College Students at Surigao del Norte State University.**” The presentation of the findings follows the sequence of the objectives of the study.

The study involved forty-three (43) college students enrolled at Surigao del Norte State University. Descriptive statistics such as frequency count, percentage, mean, and standard deviation were used to describe the variables. Pearson Product-Moment Correlation and regression analysis were utilized to determine the significant relationships and predictive effects among the variables.

Table 2. Profile of the Respondents

Profile Variable	Category	Frequency (N)	Percentage (%)
Age	18 Years Old	7	16.28
	19 Years Old	24	55.81
	20 Years Old	6	13.95
	21 Years Old	2	4.65
	22 Years Old	4	9.30
Gender	Male	20	46.51
	Female	23	53.49
Year Level	1 st Year	37	86.05
	2 nd Year	2	4.65
	3 rd Year	4	9.30
	4 th Year	0	0.00
Total		43	100%

Table 2 presents the demographic profile of the respondents according to age, gender, and year level. The findings reveal that the majority of the respondents were 19 years old, comprising 55.81% of the total population. This indicates that most of the participants were within the typical college-age range, suggesting that the respondents were in the early stages of higher education. In terms of gender, female respondents slightly outnumbered male respondents, with 53.49% and 46.51%, respectively. This finding implies that both genders were adequately represented in the study, allowing balanced responses regarding family influence, academic motivation, and academic performance.

With respect to year level, most of the respondents were first-year students, accounting for 86.05% of the sample. Only a small number came from the second- and third-year levels, while no fourth-year students participated in the study. This may indicate that first-year students were more accessible during data gathering and may also reflect the greater need for family support and guidance during the transition to college life. Recent studies emphasize that demographic characteristics such as age and year level may influence students' motivation and academic adjustment. Younger



college students, particularly first-year students, often rely more heavily on parental support and family encouragement while adapting to university life (Descals-Tomás et al., 2021). Similarly, family involvement remains an important factor in students' academic engagement and adjustment during the early years of college (Gao et al., 2021).

Table 3. Level of Academic Motivation among College Students

Indicator	Mean	Verbal Interpretation
Support	3.08	High
Expectation	3.11	High
Communication	2.96	High
Involvement	2.93	High
Overall Mean	n	High

Table 3 shows the level of academic motivation among the respondents. The overall mean of 3.02 indicates that the respondents possessed a high level of academic motivation. Among the indicators, expectations obtained the highest mean of 3.11, followed closely by support with a mean of 3.08. Communication and involvement also received relatively high ratings.

The findings suggest that students were academically driven and were positively influenced by the encouragement, expectations, and support received from their families. Family expectations may have encouraged students to perform better academically and remain committed to their educational goals. The results support the findings of previous studies which stated that family support significantly contributes to students' motivation, confidence, and persistence in school. According to Descals-Tomás et al. (2021), students who experience strong family support tend to demonstrate higher academic engagement and stronger intrinsic motivation. Similarly, the study conducted by Perez-Daes (2022) found that parental involvement and support positively affect students' learning attitudes and academic commitment. Furthermore, family communication plays an essential role in strengthening students' emotional stability and academic focus. Effective communication between parents and children allows students to express concerns and receive encouragement, thereby improving academic motivation and educational engagement.

Table 4. Extent of Family Influence among the Respondents

Family Influence indicators	Mean	Verbal Interpretation
Family Support	3.08	High Extent
Family Expectations	3.11	High Extent
Family Communication	2.96	High Extent
Family Involvement	2.93	High Extent
Overall Mean	3.02	High Extent

Table 4 presents the extent of family influence among the respondents. The results reveal that family influence was evident among the students, as reflected by the overall mean of 3.02 interpreted as High Extent. Family expectations obtained the highest mean, indicating that parents or guardians maintained academic expectations for the students. This may have motivated students to pursue academic success and maintain good standing in school. Family support also received a high rating, suggesting that respondents perceived emotional, financial, and moral support from their families.



The findings indicate that the family remains one of the strongest social influences affecting students' academic behavior and educational aspirations. Students who receive encouragement and guidance from their families are more likely to develop confidence, discipline, and commitment toward their studies.

The result agrees with the study of Vautero et al. (2021), which emphasized that family influence contributes significantly to students' academic satisfaction and educational development. Likewise, the study by Gonzalez et al. (2021) revealed that family academic support predicts both academic motivation and academic achievement among college students.

Table 5. Academic Performance of the Respondents

Indicator	Mean	Verbal Interpretation
Academic Performance	3.10	Satisfactory

Table 5 presents the academic performance of the respondents. The overall mean of 3.10 indicates that the students demonstrated satisfactory academic performance. The result implies that the respondents were generally capable of maintaining acceptable academic standing despite the various academic and personal challenges experienced in college life. Family support and motivation may have contributed to students' ability to fulfill academic requirements and maintain positive learning behaviors. The findings support the study conducted by Perez-Daes (2022), which concluded that parental involvement positively affects students' academic performance and learning outcomes. Similarly, research by Gonzalez et al. (2021) showed that family academic support has a significant relationship with students' grade performance and educational achievement.

Moreover, students who receive emotional encouragement and guidance from their families tend to develop stronger academic confidence and persistence. This highlights the important role of family relationships in shaping students' educational success.

Table 6. Relationship between Family Influence and Academic Motivation

Variables	Pearson r	P-value	Interpretation
Family Influence and Academic Motivation	0.579	0.000	Significant Moderate Positive Relationship

Table 6 reveals the relationship between family influence and academic motivation. The computed Pearson r value of 0.579 indicates a moderate positive relationship between the variables, while the p-value of 0.000 shows that the relationship is statistically significant. The findings imply that students who experienced stronger family influence also tended to exhibit higher levels of academic motivation. When families provide support, encouragement, communication, and involvement, students become more motivated to study, participate in school activities, and achieve their educational goals. The result supports the findings of Gonzalez et al. (2021), who reported that family and peer academic support significantly predict students' academic motivation. Likewise, Descals-Tomás et al. (2021) found that family support enhances students' motivation and engagement in academic tasks. This suggests that family influence serves as an important motivational factor that strengthens students' confidence and determination to succeed academically.

Table 7. Relationship between Family Influence and Academic Performance

Variables	Pearson r	P-value	Interpretation
Family Influence and Academic Performance	0.558	0.000	Significant Moderate Positive Relationship

Table 7 presents the relationship between family influence and academic performance. The computed Pearson r value of 0.558 indicates a moderate positive relationship between the two variables, while the p-value of 0.000 confirms that the relationship is statistically significant. This means that students who received stronger family support and



involvement tended to demonstrate better academic performance. Family members may influence students' study habits, time management, and educational aspirations through guidance, encouragement, and monitoring. The findings are consistent with the study conducted by Vautero et al. (2021), which revealed that family support contributes positively to students' academic satisfaction and educational progress. Similarly, the research by Perez-Daes (2022) emphasized that parental involvement positively affects students' academic achievement and school performance. The findings further suggest that supportive family environments create positive learning conditions that encourage students to perform well academically.

Table 8. Family Factors that Predict Academic Motivation and Academic Performance

Predictor Variable	Beta Coefficient	P-value	Interpretation
Family Support	0.212	0.157	Not Significant
Family Expectations	-0.189	0.206	Not Significant
Family Communication	0.091	0.541	Not Significant
Family Involvement	0.456	0.000	Significant Predictor

Table 8 shows the regression analysis of family factors predicting academic motivation. Among the variables, family involvement emerged as the only significant predictor of academic motivation. This finding indicates that students become more academically motivated when their families actively participate in their educational experiences. Family involvement may include monitoring academic progress, discuss educational plans, and encouraging students to remain focused on their studies. The result suggests that direct family participation has a stronger influence on students' motivation than expectations alone. Although support and communication are important, active involvement appears to have a greater impact on sustaining students' interest and commitment toward learning. This finding is supported by previous studies which emphasized that parental involvement strengthens students' educational engagement and academic motivation (Gao et al., 2021). Students who feel that their families are actively involved in their academic lives tend to develop stronger persistence and learning motivation.

Table 9. Regression Analysis of Family Factors Predicting Academic Performance

Predictor Variable	Beta Coefficient	p-value	Interpretation
Family Support	0.197	0.136	Not Significant
Family Expectations	0.058	0.657	Not Significant
Family Communication	-0.020	0.876	Not Significant
Family Involvement	0.248	0.017	Significant Predictor

Table 9 presents the regression analysis of family factors predicting academic performance. The findings reveal that family involvement significantly predicts academic performance. This implies that students whose families are actively involved in their education tend to achieve better academic outcomes. Family involvement may motivate students to become more responsible, disciplined, and committed to their studies. The result supports earlier studies which emphasized that active parental involvement positively influences students' academic success and achievement (Perez-Daes, 2022). Students who receive guidance and monitoring from their families are more likely to maintain satisfactory



academic standing. The findings further imply that educational institutions may strengthen students' academic performance by encouraging stronger family participation and collaboration in educational activities.

Table 10. Mediating Role of Academic Motivation

Variables	Pearson r	p-value	Interpretation
Academic Motivation and Academic Performance	0.768	0.000	Significant Strong Positive Relationship

Table 10 presents the relationship between academic motivation and academic performance. The computed Pearson r value of 0.768 indicates a strong positive relationship between the variables, while the p-value of 0.000 confirms statistical significance. The findings suggest that academic motivation may mediate the relationship between family influence and academic performance. Students who receive positive family influence tend to become more academically motivated, which in turn contributes to better academic performance. This indicates that family influence alone may not directly improve academic outcomes unless students themselves develop strong motivation and commitment toward learning. Motivation acts as an internal driving force that enables students to transform family encouragement into academic achievement. The result is consistent with the findings of recent studies showing that motivational factors mediate the influence of family support on academic success (Gao et al., 2021). Similarly, Gonzalez et al. (2021) emphasized that family academic support contributes to improved educational outcomes through enhanced student motivation and engagement.

L. Summary of Findings

Most of the respondents were 19 years old, female, and first-year students. The findings revealed that the respondents exhibited a high level of academic motivation, indicating a strong drive to achieve their educational goals. Likewise, family influence, particularly in terms of support, expectations, communication, and involvement, was found to be high among the respondents. In terms of academic achievement, the respondents demonstrated satisfactory academic performance. The study further showed that family influence had a significant positive relationship with both academic motivation and academic performance, suggesting that greater family support and involvement contribute to better student outcomes. Moreover, family involvement emerged as a significant predictor of both academic motivation and academic performance. Finally, academic motivation was found to have a strong positive relationship with academic performance, indicating that it may serve as a mediating factor in the relationship between family influence and students' academic success.

V. CONCLUSIONS AND RECOMMENDATIONS

This study aimed to determine the influence of family factors on the academic motivation and academic performance of college students at Surigao del Norte State University. Specifically, the study examined the level of academic motivation, the extent of family influence in terms of support, expectations, communication, and involvement, as well as the relationships among family influence, academic motivation, and academic performance.

Based on the findings of the study, several conclusions were drawn.

First, the respondents demonstrated a high level of academic motivation. This indicates that the students generally maintain positive attitudes toward learning and remain committed to achieving their academic goals despite the challenges they encounter. It also suggests that they value education and continue to exert effort in order to succeed academically. Their motivation may be strengthened by the support, guidance, and expectations provided by their families.

Second, the study revealed that family influence was experienced to a high extent by the respondents. Family support, expectations, communication, and involvement were all perceived as important factors in their academic lives. Among these, family expectations and support received the highest ratings, showing that parents and guardians continue to play a significant role in shaping students' educational aspirations and motivation. This confirms that the family remains an important source of emotional, moral, and academic support among college students.



Third, the respondents demonstrated satisfactory academic performance. This implies that, on the whole, the students were able to maintain acceptable academic standing and fulfill the demands of their academic responsibilities. The findings further suggest that positive family relationships, together with strong academic motivation, may contribute to better academic performance.

Fourth, the study established a significant moderate positive relationship between family influence and academic motivation. This means that students who experience greater family support, communication, expectations, and involvement tend to exhibit higher levels of academic motivation. Families that actively encourage and guide students help strengthen their confidence, persistence, and commitment to their studies.

Fifth, the findings also revealed a significant moderate positive relationship between family influence and academic performance. This indicates that students who receive stronger family support and involvement are more likely to achieve better academic outcomes. Family influence may help students develop discipline, positive study habits, and stronger educational goals, which contribute to improved performance.

Sixth, among the different family factors, family involvement emerged as the strongest predictor of both academic motivation and academic performance. This suggests that active participation of family members in students' educational experiences has a greater effect than support or expectations alone. Students tend to become more motivated and academically productive when their families show interest in their studies, monitor their progress, and take part in their academic journey.

Lastly, the study found that academic motivation has a strong positive relationship with academic performance, suggesting its mediating role between family influence and academic achievement. This means that family influence contributes to better academic performance by strengthening students' motivation to learn and succeed. Therefore, motivation serves as an important mechanism through which family support and involvement affect students' educational outcomes.

Overall, the findings of the study confirm that family influence plays a significant role in shaping students' academic motivation and academic performance. Positive family relationships, active involvement, and consistent support contribute greatly to students' success in higher education.

M. Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

Students should continue to develop positive study habits, self-discipline, and academic motivation. They should also maintain open communication with their families regarding their academic experiences, challenges, and goals to strengthen emotional and educational support.

Parents and family members should sustain active involvement in students' education by providing encouragement, guidance, and emotional support. Families should create a supportive home environment that promotes learning, motivation, and academic responsibility.

Teachers and academic advisers should encourage stronger collaboration between schools and families to help improve students' motivation and academic performance. Programs that involve parents in academic activities and student development initiatives may strengthen students' educational engagement.

School administrators may design seminars, orientations, and intervention programs that emphasize the importance of family support and parental involvement in higher education. Guidance services and counseling programs may also help students who experience low motivation or limited family support.

Future researchers are encouraged to conduct similar studies using a larger sample size and involving students from different colleges or universities to validate the findings of this study. Additional variables such as socioeconomic status, mental health, peer influence, and learning environment may also be explored to gain a deeper understanding of factors affecting academic motivation and academic performance.

Future studies may also utilize qualitative or mixed-method research designs to obtain more in-depth information regarding students' personal experiences about family influence and academic success.



Educational institutions may strengthen student support systems and family engagement programs to further enhance students' academic motivation, emotional well-being, and academic achievement.

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