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FAMILY AND TEACHER SUPPORT FOR SENIOR HIGH SCHOOL STUDENTS' ACADEMIC MOTIVATION

Fitri Aulia Rahma[1*], Rahayu Mardikaningsih[2], & Didit Darmawan[3]
[1,2&3] Universitas Sunan Giri Surabaya
*Korespondensi E-mail: fitriaulia.unsuri@gmail.com

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Abstract: *Learning motivation shapes students' persistence, engagement, effort, and willingness to pursue academic goals during senior high school. This systematic literature review examines the contribution of parental and teacher support to learning motivation among senior high school and equivalent students. Studies involving senior high school, vocational high school, Islamic senior high school, and comparable upper-secondary populations were prioritized, while evidence from other educational levels was used only as conceptual support. Findings consistently indicate that parental support is associated with academic motivation through emotional support, academic attention, attachment, democratic communication, monitoring, involvement, and autonomy support. Teacher-related factors include teaching style, instructional variation, communication, competence, interpersonal support, feedback, and autonomy-supportive interaction. Several large international studies further show that intrinsic and extrinsic motivation mediate the relationships between adult support and students' academic goals or engagement. Evidence examining parents and teachers simultaneously suggests complementary functions: families provide continuity and emotional security, whereas teachers directly shape classroom experiences. Stronger conclusions nevertheless require more longitudinal and experimental studies because much of the available evidence remains correlational.*

Keywords: *Parental support; teacher support; learning motivation; academic motivation; senior high school; autonomy support; student engagement.*

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INTRODUCTION

Academic motivation is a psychological element that determines how students initiate, sustain, and direct their learning activities (Kentzel, 2026). At the senior high school level, academic demands increase alongside students' need to make decisions about further education, fields of expertise, and future plans (Mendoza-García, 2025). This situation links academic motivation to students' willingness to participate in learning, complete assignments, sustain effort when facing difficulties, and direct their behavior toward academic goals (Sofyan et al., 2025). Motivation may originate from internal drives as well as from support provided by the social environment. The family and the school are the two closest environments that routinely provide students with experiences, demands, attention, and feedback (Lailiah et al., 2025).

The development of students' academic motivation needs to be understood as the result of interaction among family support, the quality of the educational environment, and learning experiences shaped by teachers (Abidin et al., 2024). The family environment provides a foundation through attention, parenting style, emotional support,

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and study habits that can influence students' readiness to engage in academic activities (Ding, 2025). The findings of A'yun et al. (2025) directly show that the family environment is related to the academic motivation of students at the senior high school level, whereas Darmawan et al. (2026), Sharma (2025), and Arianto and Darmawan (2025) demonstrate that the family environment is also related to learning outcomes at the secondary level through home conditions, parenting patterns, and support for educational activities. In the school environment, the quality of teacher support is likewise important. Romli and Darmawan (2025) show that teachers' pedagogical competence is related to the learning outcomes of vocational high school students, while Azizah et al. (2024) and Ikrom and Darmawan (2024) emphasize that the school environment, which encompasses teacher support, facilities, and social interaction, is related to the achievement of Islamic senior high school (Madrasah Aliyah) students. The relationship among teacher competence, academic motivation, and learning achievement is also evident in the study by Alfaaza and Darmawan (2025), while learning discipline, as a form of students' behavioral regulation, is related to learning outcomes at the senior high school level (Rofiuddin & Darmawan, 2024; Suyatmi et al., 2025). At a more integrative level, Hariani et al. (2024) position academic motivation as the result of the convergence of internal factors with external support from the family, educators, the community, and the educational environment, while Darmawan and Pernaningtik (2026) emphasize that teacher role modeling and parental guidance can work in mutually reinforcing ways in shaping the academic motivation of madrasah students. This body of findings indicates that academic motivation does not develop from a single source but through continuity of support between home and school, so that family support and teacher support merit analysis as two main complementary elements in sustaining students' engagement, persistence, and learning direction.

Parents hold a special position in the development of motivation because family relationships last over the long term and extend beyond the boundaries of school activities (Twa, 2023). Such support may take the form of attention to academic activities, provision of learning needs, communication about the difficulties students face, appreciation of their efforts, guidance, and giving students room to develop independence (Musfiroh et al., 2024). Baehaqi et al. (2023) found a positive effect of parental support on the academic motivation of senior high school students. Nurhijriah and Irmansah (2025) obtained a pattern in the same direction among senior high school students, while Jannah and Nursalim (2026) found a relatively strong positive relationship between parental social support and the academic motivation of eleventh-grade students. These findings indicate that the presence of parents becomes meaningful when it is realized in support that students can perceive.

The forms of family support are also broader than direct academic guidance (Salsabila et al., 2025). Maghfirah et al. (2023) show that parental attention is related to the academic motivation of vocational high school students, while Mustikaningrum and Affandi (2023) found that attachment to parents, together with self-efficacy, is related to academic motivation. Manalu et al. (2025) demonstrate that parents' democratic communication patterns are significantly related to the academic motivation of senior high school students. These findings suggest that adolescent students need support that provides a sense of security while also giving them room to take on responsibility. Family relationships that are overly control-oriented can produce experiences that differ from the support that helps students develop independent learning (Zou & Zou, 2024).

International findings clarify these mechanisms. Çelik (2024), in a study of 427 adolescents, found that parental autonomy support is related to academic motivation through the fulfillment of psychological needs and self-control. Klootwijk et al. (2021), through a 20-day daily diary study, showed that low parental support was associated with a greater decline in academic motivation during online learning. Shebani et al. (2025) also found that parental involvement increased intrinsic and extrinsic motivation in online English language learning among students in grades 7–11 in Oman. This body of findings shows that family support works through attention, a sense of connectedness, autonomy support, and the development of self-regulation capacity.

Teachers provide a different source of influence because their interaction takes place directly within learning activities (Amundsen, 2022). The way teachers deliver material, build communication, provide feedback, use a variety of methods, and respond to students' difficulties can influence how students evaluate learning activities (Schieghart, 2022). Mardin et al. (2022), Hasril et al. (2021), Jemalin and Lega (2023), and Sulaiman et al. (2024) show a relatively consistent pattern regarding the positive relationship between teaching style and the academic motivation of senior high school students. The study by Sulaiman et al. even reported that variation in teaching style explained 42.25% of the variation in motivation in the sample of tenth-grade students examined. These findings indicate that varied and interactive learning experiences can help prevent boredom and sustain students' attention.

Teachers' influence also emerges through interpersonal support. Zhang and Hu (2025) found a positive relationship among perceived teacher support, academic motivation, and engagement among 314 senior high school students in China. Intrinsic and extrinsic motivation mediated the relationship between teacher support and engagement, with the intrinsic pathway showing a larger role. Hardré et al. (2006), in a study of 6,539 students from 14 senior high schools in Taiwan, also found that perceptions of the classroom environment and teachers' interpersonal support predicted academic motivation and effort. These data show that students need teachers who are able to deliver material while also building a learning relationship that supports competence and autonomy.

The relationship between family and school becomes even more interesting when both sources of support are analyzed together. Tian and Zhang (2026) used data from 39,953 senior high school students in China and found that both perceived parental support and teacher support were positively related to performance goals, with intrinsic and extrinsic motivation serving as mediators. The intrinsic motivation pathway appeared stronger for teacher support. Wilcox et al. (2026) obtained a similar pattern among 261 Canadian senior high school students: home support predicted various dimensions of motivation and engagement, while teacher care and support was related to positive motivation and lower levels of maladaptive engagement. This evidence shows that academic motivation develops through support originating from more than one environment.

Although most studies indicate a positive direction of relationship, the strength of the evidence needs to be read critically. Most national studies use correlational, survey, or ex post facto designs, so they cannot yet establish causal relationships. Several studies also combine parental or teacher support with other variables in a single model, so the model's coefficient of determination cannot be regarded as the contribution of a single variable alone. Variations in samples, instruments, subjects, and the forms of motivation

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measured also mean that results across studies cannot be compared directly. In addition, a number of sources that address junior high school students, university students, or outcomes such as character and academic achievement are not suitable as primary evidence for answering questions about the academic motivation of senior high school students. Based on these issues, this review poses three questions: (1) how are parental support and involvement related to the academic motivation of senior high school students; (2) how are teacher support and instructional practices related to the academic motivation of senior high school students; and (3) how can the interconnection between parental support and teacher support explain the academic motivation of senior high school students more comprehensively?

METHOD

This study employs a systematic literature review approach with a narrative-comparative synthesis. Study selection was directed at research involving students in senior high school, vocational high school, Islamic senior high school (Madrasah Aliyah), upper secondary school, or an educational level that can be justified as equivalent. Studies had to measure parental support, involvement, attention, communication, attachment, or autonomy support; or teachers' teaching style, teacher support, communication, competence, and interaction. The outcomes used had to be academic motivation, achievement motivation, intrinsic and extrinsic motivation, or motivational variables that were explicitly part of the research model. Studies of junior high school or middle school students, university students, or studies that positioned motivation only as a variable outside the main relationship were not included in the main evidence table, but were used in a limited way to clarify mechanisms.

Data were extracted based on study identity, sample characteristics, form of support, analytical design, and main findings. The synthesis was divided into three groups according to the research questions, namely parental support, teacher support, and the relationship between the two. A meta-analysis was not conducted because of heterogeneity in instruments, definitions of support, subjects, forms of motivation, sample sizes, and statistical techniques. The interpretation focused on the direction of relationships, recurring patterns, psychological mechanisms, and the strength and limitations of the evidence. International sources used to enrich the synthesis were verified through publishers' websites, whereas sources with populations that did not match the educational level were not included as primary evidence.

RESULTS AND DISCUSSION

Parental Support and the Academic Motivation of Senior High School Students

The synthesis shows that the relationship between parents and academic motivation is not shaped by a single type of involvement. The studies use the terms parental support, parental involvement, parental attention, attachment, democratic communication, home support, autonomy support, and academic monitoring. Although these constructs are not identical, all of them show one basic pattern: students tend to have better academic motivation when family support is perceived as a source of assistance and reinforcement for the learning process.

Table 1. Research Findings on Parental Support and the Academic Motivation of Senior High School Students

Study	Sample	Form of support	Main finding
Baehaqi et al. (2023)	266 senior high school students	Parental support	Positive and significant effect on academic motivation
Nurhijriah & Irmansah (2025)	100 senior high school students	Parental support	Positive and significant
Maghfirah et al. (2023)	135 vocational high school students	Parental attention	Positive and significant
Mustikaningrum & Affandi (2023)	302 vocational high school students	Parental attachment	Significantly related, together with self-efficacy
Jannah & Nursalim (2026)	95 eleventh-grade senior high school students	Parental social support	Strong positive, r = 0.607
Pratama et al. (2025)	208 tenth-grade senior high school students	Parental support	Significant effect on academic motivation
Humairoh et al. (2024)	124 senior high school students	Parental social support	Significant effect on achievement motivation
Manalu et al. (2025)	64 senior high school students	Democratic communication	Positive and significant
Gafarurrozi & Sumarni (2021)	377 Islamic senior high school (Madrasah Aliyah) students	Parental attention	Positive in a model together with school factors
Saragih et al. (2024)	240 eleventh-grade senior high school students	Parental support	Significant, together with teacher communication
Altomera et al. (2026)	138 eleventh-grade students	Parental support	Positive effect on academic motivation
Çelik (2024)	427 senior high school adolescents	Autonomy support	Supports academic motivation through psychological needs
Ozoemena et al. (2025)	230 senior secondary students	Parental involvement	Positive effect on motivation and self-efficacy
Eker & Yildizli (2025)	849 ninth-grade senior high school students	Support and monitoring	Academic motivation as mediator
Tian & Zhang (2026)	39,953 senior high school students	Parental support	Intrinsic and extrinsic motivation as mediators
Wilcox et al. (2026)	261 Canadian senior high school students	Home/parental support	Predicted dimensions of motivation and engagement

The table shows a fairly strong consistency between parental support and academic motivation. Baehaqi et al. (2023) reported a positive relationship of parental support within an academic motivation model for senior high school students. This result is in line with Nurhijriah and Irmansah (2025), who showed that parental support remained related to academic motivation after economic conditions were included in the analysis. This pattern indicates that family support has a relational dimension that cannot be fully replaced by economic capacity.

Jannah and Nursalim (2026) found that parental social support had a positive and significant relationship with the academic motivation of eleventh-grade students, although the strength of the relationship was relatively weak (r = 0.328; p = 0.001). In the same study, academic resilience showed a stronger relationship with academic motivation (r = 0.607), while the two variables simultaneously correlated with academic motivation at r = 0.610. This finding indicates that parental support remains relevant, but its contribution to academic motivation needs to be understood together with students' psychological resources.

Maghfirah et al. (2023) found that parental attention was positively related to the academic motivation of vocational high school students. This study also included self-efficacy and peer support, so that academic motivation appears as the result of the convergence of several sources. At the adolescent level, parental attention appears to be

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most adaptive when it provides support without taking over all of the students' responsibility for learning.

Attachment provides a different mechanism. Mustikaningrum and Affandi (2023) showed that parental attachment, together with self-efficacy, was significantly related to the academic motivation of vocational high school students. A secure relationship can make students more willing to face academic difficulties because they have a source of support when they experience failure. In this way, family support works through psychological security and belief in one's own abilities.

Manalu et al. (2025) highlight democratic communication. Communication that gives students the opportunity to express their opinions, understand the reasons behind a rule, and participate in decisions has a positive relationship with academic motivation. This finding shows that, for senior high school students, support is not identical to strict supervision. Adolescents need trust as well as clear boundaries.

Çelik (2024) provides evidence that is highly relevant to this mechanism. Parental autonomy support is related to academic motivation through the fulfillment of psychological needs and self-control. When students feel that they have choices, feel competent, and remain connected to their parents, the drive to learn can develop from dependence on external control toward more independent regulation.

Klootwijk et al. (2021) show that family support becomes even more meaningful when the structure of school learning weakens. In a daily diary study, adolescents' academic motivation was lower on online learning days than on face-to-face school days. Low parental support was associated with a greater decline in academic motivation. In such situations, parental support serves as a buffer, not merely an additional factor.

Shebani et al. (2025) found that parental involvement increased intrinsic and extrinsic motivation in online English language learning. The sample covered grades 7–11, so not all participants were at the senior high school level, but the presence of students in grades 10–11 keeps the finding relevant as supporting evidence. This result shows that family involvement can support academic motivation even when learning takes place through digital media.

Eker and Yildizli (2025) offer a more complex picture. Among 849 ninth-grade students from 12 senior high schools in Türkiye, parental support and academic monitoring were positively related to achievement, while academic motivation served as one of the mechanisms linking parental involvement and academic outcomes. Extrinsic motivation showed a clearer mediation pathway than intrinsic motivation. This finding indicates that parental involvement can produce different forms of motivation depending on educational pressure and the characteristics of the school system.

Tian and Zhang (2026) provide strong empirical support through a study of 39,953 senior high school students. Perceived parental support and teacher support both predicted performance goals, while intrinsic and extrinsic motivation served as partial mediators. This result shows that parental support is not merely related to a sense of comfort, but can be translated into goal orientation through motivational processes.

Wilcox et al. (2026) also show that home support is broadly related to academic motivation and engagement among Canadian senior high school students. Support in the form of study space, help with homework, and the family's appreciation of education was related to more positive motivational patterns. The diversity of results across countries indicates that the form in which support is implemented may differ, but its basic function is relatively consistent.

Gafarurrozi and Sumarni (2021) and Saragih et al. (2024) show that the contribution of the family remains visible when teacher variables are included in the same model. This means that parental support and teacher support need not be positioned as two factors that substitute for each other. Each provides a different source of support in students' academic lives.

Accordingly, the role of parents is most consistently realized through emotional support, academic attention, attachment, democratic communication, proportionate academic monitoring, learning involvement, and autonomy support. Support that provides a sense of security and strengthens students' ability to regulate themselves has a stronger theoretical and empirical basis than patterns of supervision that completely control learning activities.

Teacher Support and the Academic Motivation of Senior High School Students

Research on teachers shows that students' motivation is influenced by two groups of experiences. The first group relates to instructional aspects such as teaching style, variation in methods, presentation of material, and instructional leadership. The second group relates to relational aspects such as teacher support, communication, attention, appreciation, and autonomy support. The two groups are interrelated because good teaching strategies still require communication that makes students feel involved.

Table 2. Research Findings on Teacher Support and the Academic Motivation of Senior High School Students

Study	Sample	Form of teacher support	Main finding
Mardin et al. (2022)	Tenth-grade senior high school students	Teaching style	Positive effect on academic motivation
Hasril et al. (2021)	50 tenth-grade senior high school students	Teaching style	Significant relationship
Sulaiman et al. (2024)	Tenth-grade senior high school students	Variation in teaching style	Positive; $R^2 = 42.25\%$
Salim & Syamzaimar (2026)	175 eleventh-grade senior high school students	Teaching style	Positive; $r = 0.487$
Jemalin & Lega (2023)	31 senior high school students	Teaching style	Positive effect
Kharismawati & Winahyo (2024)	245 vocational high school students	Teaching style	Positive and significant
Pasune et al. (2026)	Tenth-grade senior high school students	Instructional variation	Positive effect on academic motivation
Azizah et al. (2022)	24 eleventh-grade senior high school students	Teacher's role	Significant effect on academic motivation
Gafarurrozi & Sumarni (2021)	377 Islamic senior high school (Madrasah Aliyah) students	Teacher competence	Positive in an academic motivation model
Saragih et al. (2024)	240 eleventh-grade senior high school students	Persuasive communication	Significant, together with parental support
Napitu et al. (2024)	Eleventh-grade senior high school students	Leadership and communication	Effect on academic motivation
Zhang & Hu (2025)	314 senior high school students	Teacher support	Positive; academic motivation as mediator of engagement
Hardré et al. (2006)	6,539 Taiwanese senior high school students	Interpersonal teacher support	Influenced academic motivation and effort
Tian & Zhang (2026)	39,953 senior high school students	Teacher support	Intrinsic and extrinsic motivation as mediators

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Study	Sample	Form of teacher support	Main finding
Wilcox et al. (2026)	261 Canadian senior high school students	Teacher care and support	Predicted positive motivation
Shrivastava (2026)	230 senior secondary students	Teacher support	Positive effect on achievement motivation
Khodapanah & Mohammadyfar (2026)	353 upper-secondary students	Teacher support	Positive effect on motivational strategies and engagement

National studies show that teaching style is the most frequently used construct. Mardin et al. (2022), Hasril et al. (2021), Jemalin and Lega (2023), and Kharismawati and Winahyo (2024) all found a positive relationship between teaching style and academic motivation. Although there are differences in location and subject, the similarity of results indicates that the way teachers manage learning experiences is related to students' interest in participating in learning.

Sulaiman et al. (2024) provide a more concrete effect size. A study of tenth-grade students at SMAN 1 Woja found r = 0.650 and a coefficient of determination of 42.25%. This magnitude indicates a meaningful relationship, but it cannot be interpreted to mean that teaching style is the sole cause of academic motivation. More than half of the variation in academic motivation remains related to other factors.

Salim and Syamzaimar (2026) reported a correlation of r = 0.487 between teaching style and academic motivation. This result is at a moderate level and reinforces the idea that teachers' methods make a contribution, but academic motivation remains the product of many sources.

Pasune et al. (2026) examined instructional variation in the Economics subject among tenth-grade students at SMA Negeri 1 Bone. The study used linear regression and showed a positive relationship between instructional variation and academic motivation. The official source records a population of 126 students and the use of a sample for quantitative analysis. This finding supports the use of varied media, interaction patterns, and modes of delivery to reduce boredom.

Teacher communication is another recurring aspect. Saragih et al. (2024) showed that teachers' persuasive communication, together with parental support, influenced the academic motivation of eleventh-grade students. Napitu et al. (2024) also showed that teacher leadership and communication skills were related to the academic motivation of senior high school students in Economics. Both studies suggest that students do not respond to learning methods alone, but also to the way teachers convey goals, provide reasons, and build relationships during the teaching process.

Zhang and Hu (2025) provide stronger international evidence. Among 314 senior high school students, perceived teacher support was positively correlated with academic motivation and engagement. Academic motivation served as a mediator between teacher support and engagement, with intrinsic motivation making a larger indirect contribution than extrinsic motivation. Teachers who provide support can help students transform social experiences in the classroom into a drive to learn that originates more strongly from within.

Hardré et al. (2006) reinforce this pattern through a sample of 6,539 students from 14 senior high schools in Taiwan. Perceptions of teachers' interpersonal style, choice support, and the classroom environment predicted students' academic motivation and effort. Although this study is older than most of the sources, its sample size and its fit with the senior high school population make it a useful point of comparison.

Tian and Zhang (2026) show that teacher support has an even stronger relationship than parental support in some pathways to performance goals. Intrinsic motivation was the more prominent mediator in the teacher support pathway. This is reasonable because teachers deal directly with the academic activities students are carrying out and have the opportunity to give immediate feedback.

Wilcox et al. (2026) obtained results in the same direction among Canadian senior high school students. Teacher care and support predicted positive motivation and was negatively related to less adaptive forms of engagement. Teacher support, then, is not adequately understood as a friendly attitude. It encompasses students' experience that teachers notice their difficulties, provide help, and treat learning effort as something of value.

Shrivastava (2026) extends these findings through achievement motivation among senior secondary students. All of the dimensions of teacher support that were measured, namely emotional, informational, institutional, and appraisal support, showed a positive relationship with achievement motivation. This finding shows that teachers' function in relation to motivation can emerge through various forms of assistance.

Khodapanah and Mohammadyfar (2026) offer a mechanistic explanation through motivational learning strategies. Teacher support predicted motivational strategies and engagement in mathematics learning among upper-secondary students. Motivational strategies then mediated the relationship between teacher support and engagement. This pattern indicates that teachers' influence can be transformed into an internal resource when students learn to regulate their own motivation.

Teachers support academic motivation through instructional variation, interpersonal communication, teacher support, instructional leadership, competence, the provision of feedback, and support for students' autonomy. The pattern of evidence also shows that teachers' relational ties can be just as important as instructional techniques, because students evaluate learning through the social experiences that take place in the classroom.

The Interconnection of Parental Support and Teacher Support in the Academic Motivation of Senior High School Students

The synthesis shows that families and teachers provide different types of support. Parents mostly influence the continuity of academic experiences outside school, whereas teachers work directly on the learning process. This difference in function makes the two complementary.

Table 3. Studies Combining Parental Support and Teacher Support

Study	Sample	Model	Finding
Gafarurrozi & Sumarni (2021)	377 Islamic senior high school (Madrasah Aliyah) students	Teacher competence + parental attention	Both positive for academic motivation
Saragih et al. (2024)	240 eleventh-grade senior high school students	Teacher communication + parental support	Significant joint effect
Tian & Zhang (2026)	39,953 senior high school students	Parental support + teacher support → academic motivation → goals	Both forms of support positive; teacher pathway stronger
Wilcox et al. (2026)	261 senior high school students	Home support + teacher support	Both predicted academic motivation and engagement
Eker & Yildizli (2025)	849 ninth-grade senior high school students	Parental involvement → academic motivation → achievement	Academic motivation explained part of the family effect
Hardré et al. (2006)	6,539 senior high school students	Classroom/interpersonal support	Teacher support and the classroom environment predicted academic motivation

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The results of the synthesis show that family support and school support perform different functions, but can complement each other in sustaining academic motivation. Gafarurrozi and Sumarni (2021) show that teacher competence and parental attention were both positively related to the academic motivation of Islamic senior high school (Madrasah Aliyah) students. This finding indicates that family support remains relevant when students receive good learning experiences at school, while teacher competence does not fully replace the support students receive at home. Accordingly, academic motivation is more appropriately understood as the result of the interaction of several sources of support than as the product of a single educational environment in isolation.

Continuous encouragement provided both at school and at home creates a climate that supports academic progress. The functions of each party differ but reinforce one another in maintaining the stability of students' interest and persistence. Saragih et al. (2024) obtained a pattern in the same direction through teachers' persuasive communication and parental support. Teacher communication provides reinforcement while learning is taking place, whereas parental support helps sustain students' drive outside school hours. These two sources then have the potential to create more consistent academic experiences. A clear division of roles between educators and the family ensures comprehensive guidance throughout the educational process. Alignment in the messages conveyed fosters the belief that the effort students make is supported by all the parties who matter.

Tian and Zhang (2026) provide stronger empirical support because their sample size is very large. Parental support and teacher support both have pathways to performance goals through intrinsic and extrinsic motivation. This result shows that academic motivation can serve as a mechanism that translates social support into academic orientation. Interestingly, Tian and Zhang found that intrinsic motivation played a stronger role in the teacher support pathway. Teachers interact directly with tasks, material, successes, failures, and feedback. These experiences allow teacher support to immediately change how students evaluate their own abilities and learning goals.

Wilcox et al. (2026) show that home support has broad coverage across dimensions of motivation and engagement, whereas teacher care and support contributes to positive motivation. This indicates that the family provides a foundation and stability, while teachers provide academic stimulus that is closer to everyday learning activities.

Self-Determination Theory helps explain this relationship. Students need experiences of feeling competent, having supportive social relationships, and having room to determine their own actions. Parents can provide a sense of security and autonomy support, while teachers provide academic challenge, feedback, a choice of activities, and experiences of success.

The findings of Çelik (2024) show that parental autonomy support is related to academic motivation through psychological needs. Zhang and Hu (2025) show that teacher support works through academic motivation. These two pathways are complementary because family support and school support can converge on students' own motivational regulation. A harmonious relationship between home and school can also prevent contradictory messages. Parents who encourage independence will obtain better results when teachers also give students the opportunity to take responsibility. Conversely, autonomy support at home can lose some of its strength if the learning process at school is highly controlling and gives no room for participation.

Cooperation between parents and teachers should be directed toward understanding students' learning needs, not toward unlimited increases in supervision. Adolescents need support to develop self-regulation. Family-school communication can be used to detect declines in academic motivation, academic difficulties, changes in study habits, and the need for assistance at an earlier stage.

Parental support and teacher support form a complementary social system. Parents provide emotional support, learning structure, attention, and room for autonomy at home. Teachers provide direct academic experiences, feedback, competence support, and learning interaction. Academic motivation becomes more stable when both environments help students move from dependence on external drives toward the ability to regulate their goals and effort independently.

CONCLUSION AND RECOMMENDATIONS

The results of this systematic literature review show that parental support has a consistent relationship with the academic motivation of senior high school students. The forms of support most frequently found are academic attention, emotional support, democratic communication, attachment, educational involvement, proportionate monitoring, and autonomy support. International evidence shows that family influence can operate through the fulfillment of psychological needs, self-control, and intrinsic and extrinsic motivation.

Teacher support also shows a relatively consistent relationship with academic motivation. Teaching style, variation in methods, teacher support, communication, competence, instructional leadership, and interpersonal support are related to students' academic motivation. A number of studies show that academic motivation serves as a mediator between teacher support and engagement as well as performance goals.

The relationship between parents and teachers is complementary. The family provides continuity of support outside school, whereas teachers provide direct academic experiences. Evidence that tests both in a single model shows that the two sources of support can work together, although the strength of each pathway depends on the type of support and the form of motivation measured. Schools can strengthen students' academic motivation through varied learning, supportive communication, feedback that helps students understand their progress, and opportunities for active involvement. Teachers need to attend to students' needs for competence and autonomy so that learning activities do not depend entirely on external pressure.

Parents can provide support through open communication, attention to students' learning progress, appreciation of effort, and giving adolescents the opportunity to take responsibility. Monitoring remains necessary, but it should be directed toward guidance, not control over all academic activities. Family-school relationships can be strengthened through communication that addresses learning needs, changes in motivation, academic difficulties, and the development of students' self-regulation. Such cooperation is more beneficial when it is oriented toward assistance rather than merely monitoring grades.

Future research needs to use more longitudinal and experimental designs because most of the evidence base still consists of correlational studies. Such designs are needed to determine whether increases in parental support and teacher support actually precede changes in academic motivation or whether the relationship runs reciprocally. The measurement of motivation also needs to distinguish intrinsic motivation, extrinsic motivation, autonomous motivation, controlled motivation, and amotivation. This

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separation can explain why the same support produces different motivational patterns among students. Subsequent research can test a model that includes parental support, teacher support, basic psychological needs, self-efficacy, self-control, academic resilience, and engagement in a single longitudinal model. This approach would provide a stronger explanation of the social and psychological pathways that sustain the academic motivation of senior high school students.

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