



## The Interrelationship Between Family Support and Student Motivation: Implications for Academic Achievement

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### Abstract

This study examines the persistent issue of fragmented explanations of academic achievement, in which family support and student motivation are frequently regarded as distinct factors, despite their interconnected roles in determining student success. The Integrated Family Support–Motivation–Academic Success (IFSMAS) paradigm illustrates the interaction between internal motivational processes and external support systems to produce academic performance outcomes. In order to establish an organized and transparent review process, a qualitative approach was implemented, which involved the utilization of document and narrative analysis in accordance with the PRISMA framework. The analysis employed academic sources, including Scopus-indexed journal articles, theoretical papers, and review studies, that were published between 2018 and 2026. The results of the study identified five primary themes: (1) family support as a context-dependent influence, (2) motivation as a dynamic mediator, (3) behavioral mechanisms in academic success, (4) structural and contextual constraints, and (5) teacher support as a compensatory but structurally constrained mechanism. The findings suggest that academic achievement is the result of the interaction between environmental support, motivational processes, behavioral regulation, and institutional conditions. The study underscores the necessity of comprehensive and integrated educational approaches that address both structural factors and psychological processes in order to enhance student outcomes.

**Keywords:** Family Support, Student Motivation, Academic Success, IFSMAS Model, Self-regulated Learning

### 1. Introduction

Academic success is increasingly understood as a complex and multidimensional outcome that emerges from the interaction of environmental, psychological, and cognitive factors that interact to create (Azhari et al., 2023; Oladunni et al., 2025). Research on academic performance has concentrated on individual factors; however, the determinants of learners' success remain ambiguous due to the isolated examination of these elements by researchers. The existing methods are restricted because they do not consider how outside factors, such as family support and student motivation, become part of mental processes, which then create long-term academic results. The existing research does not yet provide a complete explanation of how family support and student motivation work together as a complete system that affects academic success.

The significance of this issue extends beyond theoretical inquiry, as improving student outcomes remains a central concern for educators and policymakers. The development of effective student engagement and persistence strategies for different learning environments requires researchers to study how external support systems interact



with internal motivational systems. Family support—which includes emotional support and academic assistance and financial help—serves as a vital component that shapes how students learn and achieve academic success. The complete understanding of its impact requires researchers to study how it affects both motivation and behavior throughout different periods of time.

Theoretical research shows that Self-Determination Theory (Ryan & Deci, 2024) and self-efficacy theory (Li, 2020) demonstrate that people need to have control over their lives and their professional abilities to complete their work. Ecological Systems Theory (Şengönül, 2022) from sociology shows how family factors and social background and economic status affect student success. The two perspectives fail to connect because psychological theories lack structural components and sociological frameworks provide insufficient explanations of internal motivational processes. The division between these two elements prevents a complete understanding of academic success development.

Empirical research reveals that family support and student motivation work together to produce academic achievement. Studies indicate that family support increases student motivation and engagement (Azhari et al., 2023, and An et al., 2022). Bandara and Hettiwaththage (2025) added that students who are motivated succeed in academics. In addition, students who need external support to succeed in academic work need motivation to operate between these two elements (Otero et al., 2021 and Pratama et al., 2024). The existing research studies relationships through linear variable-based models, which fail to show how relationships between variables change based on different contexts. The current literature fails to explain how different types of family support affect intrinsic and extrinsic motivation while showing how these processes function in various socioeconomic environments. The critical gap exists because there are existing models that lack the ability to identify the specific methods by which different types of family support create distinct motivational outcomes through different structural conditions.

To address this gap, this study proposes the Integrated Family Support–Motivation–Academic Success (IFSMAS) model. The model advances current scholarship by creating a unified framework that combines psychological and sociological viewpoints to show how family support leads to motivation development that students maintain through their academic achievements throughout their academic journey. The IFSMAS model redefines academic success as a dynamic relational system through its inclusion of direct and indirect pathways together with feedback processes that connect different variables.

Furthermore, the study offers theoretical contributions and practical applications. The research presents a new unifying framework that connects various academic success explanations to a complete academic success model. The research demonstrates its practical value by showing how family support systems need to match students' motivation and development needs according to educators and policymakers. The research shows that students achieve long-term academic success when their educational system combines outside assistance with their internal mental processes in a completely flexible system.

### **Aim and Objectives**

The research study intends to conduct a thorough evaluation of existing studies about the relationship between family support, student motivation, and academic outcomes by applying the IFSMAS model as the primary research framework. Furthermore, the study investigates how family support systems directly impact academic success while also examining their effect on student motivation, which includes both intrinsic and extrinsic types of motivation. Consequently, this study aims to answer the subsequent research inquiries:

1. How does family support affect student motivation?
2. How does student motivation mediate the relationship between family support and academic success?
3. What is the direct influence of family support on academic success?



4. How do intrinsic and extrinsic motivation contribute to students' academic performance, engagement, and persistence?

### **Theoretical and Conceptual Framework of the Study**

The present study reconceptualizes academic success as a product of interconnected processes rather than isolated variables. Existing research often separates family support and student motivation into independent predictors which limits the ability to explain how external conditions shape internal psychological outcomes (Azhari et al. 2023; Oladunni et al. 2025). Academic success cannot be adequately explained without examining how family support is internalized into motivation and translated into performance. The IFSMAS model addresses this limitation by positioning family support as an initiating condition motivation as a mediating process and academic achievement as the outcome of this interaction. This model advances the claim that academic success is not additive but relational which emerges from the interaction of external and internal factors.

The perspective change directs research efforts towards better understanding mechanism operation than researchers of research variable identification do. Student success assessment needs researchers to examine how different factors work together with their individual effects. The implication is that interventions must target both environmental support and psychological processes simultaneously to be effective.

### **Self-Determination Theory and the Internalization Process**

The Self-Determination Theory explains the process through which external support transforms into internal motivation when people achieve their basic needs for autonomy and competence and social connections (Ryan and Deci, 2024). Research demonstrates that different types of assistance do not always result in beneficial results. The research conducted by Bandara and Hettiwaththage (2025) demonstrates that people learn best through intrinsic motivation, whereas they achieve only temporary engagement when they depend excessively on extrinsic motivation. Family support only enhances motivation when it supports autonomy rather than directs control. This challenges the assumption that all parental involvement is beneficial. The effectiveness of family support depends on the quality of support provided to the family instead of the total amount of support received.

The process of internalization demonstrates different patterns throughout various environments. Motivation exists as an outcome that develops through the interaction between psychological requirements and social environments, such as the need for autonomy, competence, and relatedness, which are essential for fostering intrinsic motivation in individuals. The academic environment needs to provide students with autonomy support in order to maintain their academic activities.

### **Self-Efficacy and the Translation of Support into Performance**

The theory of self-efficacy demonstrates that student performance receives support through their belief in their own abilities (Oladunni et al., 2025). Family support creates beneficial conditions for achievement yet fails to deliver actual academic success. Students succeed not simply because they are supported, but because they believe that they are capable. Supporting evidence demonstrates that students who receive aid experience varying results, which validate this statement. Support becomes effective only when it helps people develop higher levels of confidence in their abilities.

Self-efficacy functions as an essential element of the IFSMAS model. Family support contributes to achievement only when it enhances students' confidence in their abilities. This suggests that support must include opportunities for mastery, not just encouragement.

### **Self-Regulated Learning as a Behavioral Mediator**



The concept of self-regulated learning shows how students use their motivational power to continue their academic tasks. Pelikan et al. (2021) demonstrate that students who possess strong self-regulation skills achieve better results through their ability to create and pursue goals. Azhari et al. (2023) argue that family support creates organized educational environments that develop these abilities. The process of motivation initiates engagement while self-regulation establishes continuous engagement. Students require behavioral control to achieve academic success because motivation does not ensure academic success.

The process of self-regulation requires learners to modify their learning methods. Effective learners adjust their approaches based on task demands and challenges. The implication is that both motivation and behavioral control are necessary for consistent academic performance.

### Ecological Systems Theory and Structural Inequality

Ecological Systems Theory links academic achievement to social environments (Şengönül, 2022). Family support proves necessary for students, but its effectiveness depends on their resource availability. The support students receive depends on their socioeconomic status given that it results from their economic background. This study explains why students from disadvantaged backgrounds receive educational support, yet their performance remains below expectations. Academic success needs assessment as a psychological construct and as a social system element.

The results depend on institutional elements that create different pathways to success. Family support alone cannot replace school systems' deficiencies, which include insufficient educational materials. The academic success models need to include both personal characteristics and institutional framework as their basic components.

### The IFSMAS Model as a Causal and Relational Framework

The IFSMAS model defines academic success as a system that functions through multiple interacting processes instead of following a straight line of cause and effect. The model shows that family support affects academic performance through three linked pathways, which include direct resource allocation, the creation of student motivation, and the management of student behavior. The pathways function through ongoing feedback loops, which create multiple pathways toward academic success that continue to develop throughout a person's academic work. Academic results in this system occur because of past factors, such as family support and resource availability, which also create a continual effect that boosts student motivation and learning practices throughout their educational journey.

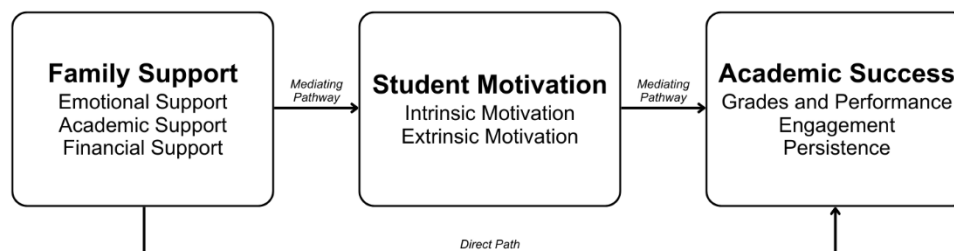


Fig 1. Integrated Family Support-Motivation-Academic Success Model (IFSMAS Model)

The conceptual framework (see Figure 1) demonstrates how family support interacts with student motivation to create academic success outcomes. The framework defines academic success as a multidimensional result that occurs when external support systems and internal psychological processes work together. Family support functions as the main input, which includes emotional support, academic help, and financial assistance, while

student motivation acts as the primary mediating factor that transforms these inputs into academic results, which include performance and engagement and persistence.

The framework shows that student motivation operates through both intrinsic and extrinsic pathways, which determine their reactions to family support. Students who have intrinsic motivation engage in learning activities while their extrinsic motivation helps them finish tasks and achieve performance goals. Family support creates a mediating effect that helps students achieve academic success through two different motivational pathways. The model demonstrates that family support directly affects academic success because students benefit from specific support types, which include resource access and structured learning environments that help them achieve academic success without needing their motivational abilities.

Moreover, the framework emphasizes that family support success depends on student internalization of the support system. The support system enables students to develop autonomy and competence while exhibiting positive learning behaviors, which results in increased motivation and academic success. Support systems need to operate at their maximum capacity because misalignment and excessive control will decrease their effectiveness. Family support needs to operate as both a resource and a system that actively constructs motivational processes.

Furthermore, the model establishes academic success as a systemwide outcome that emerges from the combination of external assistance and internal drive. The study demonstrates that educational institutions need to connect family support systems with student motivation pathways given that this connection enables learners to achieve their academic goals and maintain their progress, leading to improved overall academic success and retention rates.

## 2. Review of Related Literature

### Family Support: Enabler or Constraint?

Family support is widely recognized as a crucial element that determines academic achievement. The impact of family support depends on how it is implemented and what type of support is provided. Azhari et al. (2023) demonstrate its positive influence on students' motivation and performance. Parents who provide excessive control through their support mechanisms will harm their children's ability to develop self-drive and independence, according to recent studies. Family support functions as a double-edged sword because it can either help students reach their academic goals or impede their academic progress. The existence of the variable should be treated as a qualitative aspect that exists in two forms of presence and absence.

Student perception differences create additional factors that affect academic results. The same type of support may produce different effects depending on how it is interpreted by the learner. Autonomous parenting methods strengthen motivation, but parental control techniques result in student withdrawal, which can lead to decreased academic performance and engagement in school activities. Family support systems need to adapt to the specific requirements and interests and the circumstances of each student.

### Student Motivation: Central but Not Sufficient

Academic success depends on motivation as its core element because motivation needs additional elements to work properly. Bandara and Hettiwaththage (2025) emphasize intrinsic motivation, while Ahn et al. (2022) demonstrate that engagement fails to produce consistent results. Academic achievement depends on the combination of motivation with regulatory systems and available resources. The situation requires this element, yet it does not serve as the complete solution.



Motivation demonstrates different patterns in various situations because people exhibit different behaviors. Shifts in students' motivation levels occur because of academic requirements together with personal life changes. The sustained support needs to continue because it exists as the only way to help maintain motivation throughout the entire duration.

### **Motivation as a Mediating and Transformative Mechanism**

Motivation functions between family support and academic performance to connect the two elements (Otero et al., 2021). The function of motivation in this context goes beyond being a passive element. Students use motivation to determine their responses to both academic support and learning tasks. The research findings show inconsistencies since the effects of the study variable differ across different situations. Motivation acts as a mediator between two paths while it operates as an active element in the entire system.

In addition, the process has the potential to make other factors more effective or less effective. Students who have high motivation can succeed academically despite their limited resources, while students with low motivation will fail to achieve success even with their strong support systems. Students require motivation because it serves as their primary factor for achieving academic success according to this finding.

### **Interplay of Intrinsic and Extrinsic Motivation**

The relationship between intrinsic and extrinsic motivation is still quite intricate. Bandara and Hettiwaththage (2025) suggest that these types function in a complementary fashion rather than as opposites. Students gain knowledge through the combined influence of intrinsic and extrinsic motivation. Negative outcomes arise when there is an imbalance between these two forces. Both components must cooperate to attain successful academic results.

Students who rely excessively on external rewards will face reduced internal motivation. Learners must preserve their internal drive while employing external resources for their ongoing learning process. The organization should enhance its motivational strategies through well-balanced approaches.

### **Theoretical Synthesis**

Students achieve academic success through multiple factors that work together to create their educational outcomes. The IFSMAS model integrates family support, motivation, and behavioral processes into a unified framework, which is a structured approach to understanding how these elements interact to influence educational outcomes (Azhari et al., 2023; Oladunni et al., 2025). The model establishes context and interaction as essential elements that correct existing literature deficiencies. Academic success exists as a dynamic system that various factors create through their connections. The synthesis demonstrates that theoretical perspectives need to be combined for effective research outcomes. Academic success remains unexplained through any single theoretical framework. The integrated approach enables a better understanding of student outcomes since it assesses multiple components.

## **3. Methodology**

The study employs a qualitative literature review methodology to examine the interplay between familial support, student motivation, and academic achievement. The research methodology employs current studies to demonstrate the interrelation of the two factors as an integrated system rather than evaluating their impacts as distinct components. The researchers integrate theoretical and empirical studies to formulate the Integrated Family Support-Motivation-Academic Success model, which characterizes academic accomplishment as a dynamic process influenced by continuous social interactions.



The study applies a qualitative research approach to comprehend how pupils attain academic success via their external support systems and intrinsic motivation to learn. The research technique facilitates the identification of existing patterns and the exploration of relationships among diverse factors that influence academic accomplishment in varied contexts.

### Search Strategy and Data Sources

The study utilized multiple academic databases to ensure comprehensive coverage of relevant literature. The sources that were used for this research study included Scopus-indexed sources and other reputable academic platforms. The search identified three types of publications, which were peer-reviewed journal articles and review studies and theoretical papers that were published between 2020 and 2026.

The researchers used a specific set of keywords to find appropriate studies which included the terms "family support," "student motivation," "academic achievement," "self-efficacy," "self-regulated learning," and "parental involvement." The selected terms were chosen to precisely identify literature that matched the main research variables of the study.

The investigation included only those research works that demonstrated academic validity and directly supported the research goals. The selected documents provided both theoretical perspectives and empirical findings necessary to explain the interaction between family support, motivation, and academic success.

### Study Selection Process (PRISMA Flow Framework)

The study followed a structured selection process that used systematic review procedures as its foundation to achieve transparent results and consistent outcomes. The process required four distinct steps, which included identification, screening, eligibility, and inclusion.

The database searches conducted during the identification stage, which utilized selected keywords, resulted in the collection of approximately 200 documents. The collected records encompassed a wide variety of studies that investigated the research topic.

The screening stage follows, during which reviewers are required to examine titles and abstracts to establish their relevance. The study excluded approximately 100 documents because they focused on topics apart from family support, motivation, or academic results.

The eligibility stage is an opportunity to review entire articles to determine their conceptual and empirical significance. The study retained only research that provided valuable information about how major variables interacted with each other, which decreased the study count to 50 documents.

The final inclusion stage resulted in the selection of 25 essential studies, which researchers planned to examine comprehensively. The researchers selected these studies because their theoretical contributions had strong value and their content supported the IFSMAS model development process.

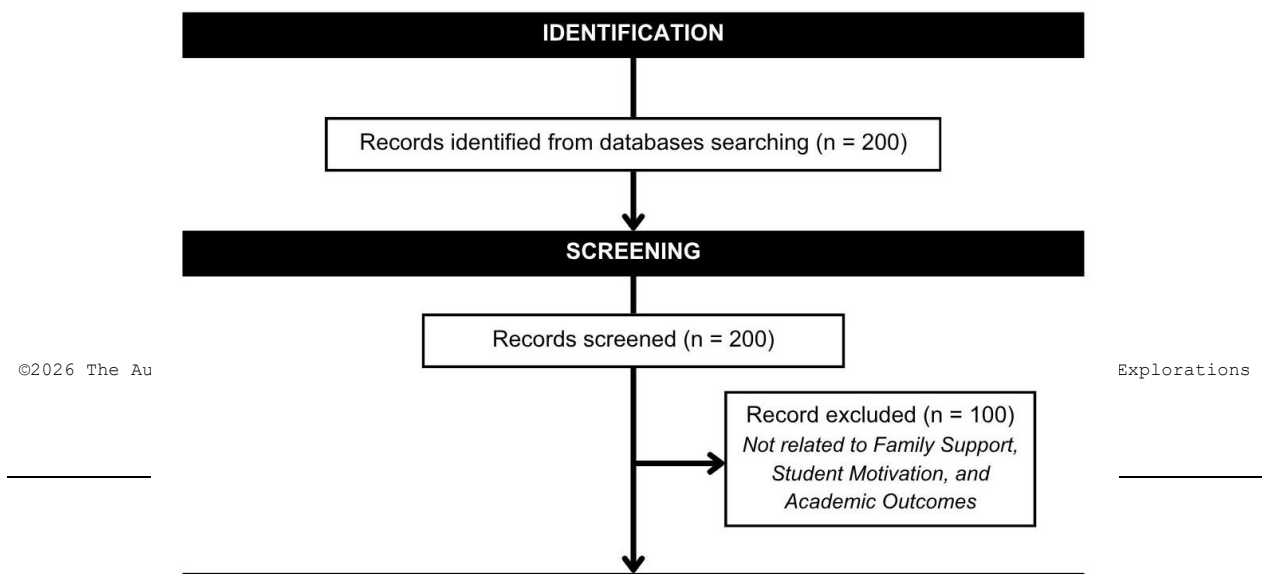


Fig 2. Prisma Flow Diagram

The diagram shows how studies were selected through a process that started with the first studies and ended with the final studies that were accepted. The process ensures a structured and transparent approach to selecting relevant literature.

### Inclusion and Exclusion Criteria

The study established precise criteria for study involvement, which helped them identify studies that met their standards for quality and pertinent research materials. The research investigated how family support systems affected student motivation and their academic performance and self-efficacy and self-regulated learning capabilities. The research employed both empirical studies and theoretical studies to develop a complete understanding of the subject matter

The exploration required academic sources that underwent peer review and showed academic credibility to be used as evidence between the years 2020 and 2026. The study criteria allowed researchers to select studies that contained trustworthy findings that showed current information.

The research excluded studies that either did not meet the required standards or lacked sufficient theoretical and empirical support. The research excluded all non-academic materials together with research studies that used inadequate research methodologies. The process selected materials that met the research requirements and maintained high standards of quality for evaluation.

### Data Analysis and Coding Procedure

The selected literature for this study underwent thematic analysis as its primary research method. This method permitted the researcher to discover study patterns, which he used to create relevant research categories. The analysis process began when researchers assessed all chosen documents to extract essential information about family support mechanisms and student motivation methods and academic achievement connections. The first step revealed how researchers talked about various variables in their studies.

The researcher used coding methods to arrange all collected information. The research team discovered essential elements, which they divided into different categories, including family support types and motivation types and self-efficacy and self-regulated learning, which served as mediating factors. The process helped the researchers organize their information while they discovered common themes throughout their research.

The investigation built major themes by combining different concepts after finishing the coding process. The research team identified four main themes, which included family support as a context-dependent element, motivation as a changing mediator, self-regulation, and structural inequality as a restricting factor. These themes reflect the core findings of the literature.

Table 1. Thematic Coding Schema

Theme	Description	Subthemes
<b>Theme 1: Family Support as a Context-Dependent Influence</b>	Examines how different types and qualities of family support affect student outcomes	Emotional support; Academic assistance; Financial support; Autonomy vs control
<b>Theme 2: Motivation as a Dynamic Mediator</b>	Explores how motivation transforms support into academic engagement and performance	Intrinsic motivation; Extrinsic motivation; Motivation shifts over time
<b>Theme 3: Behavioral Mechanisms in Academic Success</b>	Focuses on how motivation is translated into performance through behavior	Self-efficacy; Self-regulated learning; Goal setting and persistence
<b>Theme 4: Structural and Contextual Constraints</b>	Analyzes how external conditions shape the effectiveness of support and motivation	Socioeconomic status; Resource access; Institutional support
<b>Theme 5: Teacher Support as a Compensatory but Structurally Constrained Mechanism</b>	Examines how teacher support enhances motivation and academic performance, particularly when family support is limited, while being constrained by structural and institutional factors	Motivational support from teachers; Enhancement of self-efficacy; Persistence support; Compensation for low family support; Structural limitations (resources, institutional constraints)

The thematic coding schema summarizes the major patterns identified across the literature. These themes guided the interpretation of findings and supported the development of the IFSMAS model by explaining how external support, internal motivation, and contextual conditions interact.

### Ethical Considerations

The study adhered to ethical standards in academic research by ensuring that all sources were properly cited and acknowledged. The study presented all previous research findings together with their respective ideas to maintain accurate representation and prevent any potential misinterpretation and plagiarism issues.

The research used secondary data from published documents as its only data source because it had no contact with human subjects. The study collected no personal data or sensitive information.

The exploration process maintained its transparent and credible and trustworthy nature throughout its entire duration. Researchers conducted the selection process, analysis, and presentation of findings in a responsible manner that adhered to all ethical standards required for qualitative research studies.

## 4. Findings and Discussion



### **Family Support as a Context-Dependent and Structurally Bounded Influence**

Family support cannot be defined as a positive influence on academic success because its effects depend on both contextual factors and institutional framework elements. The existing research studies family support as a direct factor that helps students succeed, but our research shows that this relationship exists between these two points. Azhari et al. (2023) highlight that students become more engaged with their studies through family support, which operates through motivational processes, but this effect depends on both the type of support students receive and their developmental requirements. Şengönül (2022) reveals that families with different socioeconomic statuses face limits that prevent them from offering their children continuous access to high-quality educational assistance, thus creating structural barriers that determine their academic paths. Pratama et al. (2024) emphasizes that family support leads to better academic results, but different students benefit from this support because their resource availability and educational settings differ.

In addition, family support is assumed to be universal yet operates differently in various situations, which creates a major theoretical conflict. Psychological research shows that support that enables people to develop their own abilities leads to better internalization results, while controlling support and support that does not match their needs leads to decreased intrinsic motivation. The sociological concept of family support needs to be studied because its delivery and success depend on larger social systems that control both its distribution and its delivery. Family support needs to be reconceptualized because it operates as a dynamic relationship that depends on the specific situation. The IFSMAS framework views family support as a starting point that produces outcomes that depend on both personal attributes and organizational characteristics, thus making it impossible to understand parental involvement through reductionist methods.

### **Motivation as a Dynamic, Negotiated, and Context-Sensitive Mediator**

Motivation is a pivotal yet volatile mediator that transforms external support into academic engagement and outcomes. Otero et al. (2021) show that motivation functions as a mediator between family involvement and academic achievement, but the present findings demonstrate that motivation operates as a negotiated process that develops through continuous psychological and environmental interaction. Bandara and Hettiwaththage (2025) emphasize the role of intrinsic motivation in sustaining deep learning and long-term engagement, while Ahn et al. (2022) demonstrate how extrinsic motivation functions as a valuable tool in organized educational settings.

The existence of both intrinsic motivation and extrinsic motivation creates an essential conflict. The use of extrinsic incentives leads to short-term compliance and performance improvement, but excessive use of these incentives results in decreased intrinsic motivation, which causes people to only show minimal engagement with their work. The tension between these two ideas shows that motivation needs to be understood as an active process that changes according to different situations. The process of motivation experiences changes that depend on academic requirements, environmental modifications, and personal life experiences, which make it harder to maintain consistent motivation levels. The research results answer the study's research questions by showing the way family support affects student motivation, which then leads to academic performance and engagement outcomes. The IFSMAS model shows that motivation acts as a transformative process that functions between two external support systems that depend on their quality and sustainability.

### **Self-Efficacy and Self-Regulation as Unequal Translators of Motivation into Achievement**

Self-efficacy and self-regulated learning act as essential yet inconsistent elements which students use to convert their motivation into ongoing performance. Motivation serves as the starting point for student engagement, yet it does not guarantee that students will achieve academic success. Oladunni et al. (2025) presents that self-efficacy serves as a major factor which determines how students maintain their efforts and withstand academic difficulties, but students with similar motivation levels show different results according to the current study. The difference



arises because students who know how to manage their learning activities achieve better academic results (Pelikan et al., 2021).

Azhari et al. (2023) explain how family support helps people develop these competencies since it provides them with organized settings and expert guidance. The way people experience this process develops their understanding of the situation because they realize this process operates differently for different people. The explanation shows how students fail to achieve academic success when they lack necessary learning abilities despite their strong desire to succeed. The mechanisms of self-efficacy and self-regulation establish essential functions that transform motivation into academic success. The IFSMAS framework uses these constructs as the behavioral pathway which enables researchers to measure motivational processes while showing that academic success depends on cognitive, behavioral, and environmental factors.

### **Structural Inequality as a Limiting Condition on Psychological Processes**

Structural inequality functions as a fundamental barrier that affects how family support and student motivation interact with their academic progress. The psychological constructs of motivation and self-efficacy demonstrate their importance to learning processes, yet their actual effectiveness depends on resource and opportunity availability. Pratama et al. (2024) demonstrate that access to digital tools and stable learning environments enhances academic performance, particularly in online contexts, while Şengönül (2022) emphasizes that socioeconomic disparities limit families' ability to provide consistent support.

Moreover, educational research has a basic problem because it treats individual success factors as important, but their results depend on institutional factors, which people cannot control. Students who have excellent motivation and come from supportive families still face academic obstacles because they lack necessary educational resources. It also disproves psychological achievement models and shows that researchers must include sociological concepts that explain social discrimination processes. Structural inequality functions as a boundary condition within the IFSMAS framework, which determines all system components and affects family support resources and student motivation levels and learning behavior execution.

### **Teacher Support as a Compensatory but Structurally Constrained Mechanism**

Teacher support functions as an essential element which affects student motivation and academic performance, although it cannot create academic success by itself. Ahn et al. (2022) demonstrate that teacher support enhances student engagement through motivational pathways, while Oladunni et al. (2025) emphasize its contribution to strengthening self-efficacy and persistence. The findings show that teachers act as essential motivators who help students learn when their families do not provide support.

In addition, it also reveals that teacher support functions as a limited form of compensatory assistance. Teachers can reduce some impacts of insufficient home support yet their effectiveness is limited by existing structural factors which include both available resources and institutional constraints. The ability of teachers to overcome educational obstacles in environments with systemic disadvantages remains limited because of their profession. The educational system demonstrates interdependence because the success of any component depends on its relationship with all other components. Teacher support needs to be viewed as an element of a larger system that creates educational disparities rather than an independent solution to those disparities.

### **Integrated Interpretation Through the IFSMAS Model**

The IFSMAS model shows that family support functions as the starting point while motivation acts as the process that connects both self-efficacy and self-regulation to academic success through their implementation as behavioral mechanisms. The results demonstrate that academic achievement occurs through the interaction of these components within established structural boundaries. The relationships between these elements show



dynamic operation because each element affects both its own function and the functions of all other elements. The interconnected relationships between these three elements show a system that produces academic success through external support and internal motivation and behavioral regulation under fixed environmental conditions. The current literature receives improvement through this integrated interpretation, which defines academic success as an outcome that emerges through relationships between different factors while providing a complete view of the elements that determine student performance.

## 5. Implications

### Teaching and Learning: Toward Sustainable and Self-Regulated Learning

Teaching effectiveness requires educators to teach students how to learn through self-directed study and learning methods. Academic success requires motivation as a fundamental requirement, but students need to develop self-regulated learning skills and self-efficacy to achieve their goals. Ahn et al. (2022) demonstrate that teacher support enhances engagement, yet Pelikan et al. (2021) emphasize that long-term academic success depends on students' ability to regulate their own learning processes. The instructional strategies that educators need to implement should focus on teaching students how to control their own learning, develop metacognitive skills, and adapt their learning methods. The implementation of teaching methods that track students' progress toward their goals enables students to learn how to teach themselves effectively.

### Educational Policy: Addressing Structural and Systemic Inequality

The current structural inequalities need policy solutions that remove systemic barriers that prevent people from accessing educational opportunities and achieving their academic goals. Şengönül (2022) identifies socioeconomic status as a key determinant of academic outcomes, while Pratama et al. (2024) highlight inequalities in access to digital learning resources. The evidence shows that educational policies that center on teaching methods need additional support to achieve their intended outcomes. Educational institutions must establish complete resource distribution systems that provide support to all students and their families while meeting the needs of students who require additional assistance, such as those from low socioeconomic backgrounds or with limited access to digital learning resources. The resolution of structural inequality needs to occur because it serves two purposes: it helps students achieve better academic results, and it advances educational fairness, which enables social advancement.

### Research and Development: Advancing Integrated and Dynamic Models

The existing academic success models which depend on fixed and variable elements need better research methods that assess student performance through their complete academic assessment practice. Oladunni et al. (2025) propose that researchers should study human behavior by integrating psychological methods with sociological approaches, whereas Bandara and Hettiwaththage (2025) stress that researchers must study how different types of motivation interact with one another. The future research should implement longitudinal and mixed-method studies to investigate both academic success development and internal and external factor relationships. The educational process can be better understood through these methods because they reveal how learning develops throughout different time periods and educational environments, allowing researchers to identify patterns and influences that contribute to academic success over time.

## 6. Conclusion

The research study explored the interplay between family support and student motivation, leading to an enduring academic achievement gap that persists despite academic research. Existing studies often examine these variables separately, which restricts understanding of how external support systems become internalized to create



processes that produce long-term academic results. The study aimed to create a comprehensive framework for academic success by reviewing existing studies.

The findings show that family support, student motivation, and academic performance function as interrelated systems that do not operate as independent elements. Family support creates two pathways for academic success because it directly influences academic success while it also drives student motivation, which leads to academic success. The process of transforming motivation into academic success requires self-efficacy and self-regulated learning as essential mechanisms, which are influenced by both family support and the student's environment. The study shows that different contexts of operation depend on socioeconomic status and resource availability, which create structural conditions that determine process functioning.

The Integrated Family Support–Motivation–Academic Success (IFSMAS) model serves as the main achievement of this research because it establishes a combined psychological and sociological framework. The model introduces an advanced approach to academic success through its representation of success as a changing process that depends on relationships between people. The research provides theoretical knowledge and practical value to educators and policymakers because it demonstrates how family support systems should match students' motivation and development requirements for their academic success, ultimately leading to improved educational outcomes and more effective support strategies.

### **Declaration**

### **Funding**

No external funding was received for the conduct of this study. The research was carried out independently by the author.

### **Credit Authorship Contribution Statement**

The author prepared the entire study which includes conceptualization of the study, development of the research methodology, data collection and analysis, preparation of the original manuscript draft, validation of findings, and review and editing of the final manuscript.

### **Ethical Statement**

The study adhered to established ethical research standards. Informed consent was obtained from all participants prior to data collection. The research complied with the provisions of Republic Act No. 10173, also known as the Data Privacy Act of 2012, and followed relevant data protection and confidentiality guidelines consistent with ISO/IEC 27001 standards.

### **Declaration of Competing Interests**

The author declares that there are no financial, personal, or professional conflicts of interest that could have influenced the conduct of this study or the preparation of the manuscript.

### **Data Availability Statement**

The data supporting the findings of this study are available from the corresponding author upon reasonable request. Restrictions may apply to protect participant confidentiality.

### **AI Usage Disclosure**

Artificial intelligence (AI) tools were used only for language refinement and grammar checking during the preparation of this manuscript. No AI tools were used in the data collection, data analysis, interpretation of results,



or generation of research findings. The author takes full responsibility for the accuracy, integrity, and originality of the work.

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