The Influence of Home Environment and Social Support on Motivation to Learn of Senior High School Students

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ABSTRACT

This study dealt with the influence of home environment and social support on motivation to learn of senior high school students. The primary goal of this study was to determine the level of home environment, social support and motivation to learn in terms of their respective indicators, the significant relationship between home environment and motivation to learn, as well as the relationship of social support and motivation to learn, and what domains of home environment and social support substantially influenced motivation to learn of senior high school students. A quantitative-correlational design was also used in this study, which included 214 respondents from the different sections in senior high school students. The statistical methods employed in this study were the average weighted mean, Spearman's rho, and multiple regression analysis. The results revealed that the level of home environment was very high, the level of social support was high, and the level of motivation to learn was very high. There was a significant relationship between home environment and students' motivation to learn, and there was a significant relationship between social support and students' motivation to learn. The study revealed that there were 3 domains in both home environment and social support. Notably, two out of three domains in the home environment were rated very high, while the remaining one was rated high. similarly, two out of three domains in social support were rated high, whereas the other one was rated very high. Furthermore, all three domains of motivation to learn were rated very high. The findings indicated that two out of three domains within both home environment and social support significantly influenced students' motivation to learn.

Keywords: GAS, Home Environment, Social Support, Motivation to Learn, Philippines

INTRODUCTION

Education was considered a fundamental requirement for all humans and individuals to get ready to carry out their daily routines equipped with the information they gain (Kumala et al., 2021). According to Ahmad et al. (2023), there was a main issue in Pakistan that talked about the student's motivation, emphasizing that students are having difficulty in decision making causing them to become slow and inactive. Volkan et al. (2020) stated that adaptability and communication skills were major challenges for Syrian students due to their lack of motivation in learning. Further, a study conducted by Yuezo (2022) revealed that American high school students showed less effort in their studies because they had spent less time compared to students from other countries.

According to Liquigan (2023), the home environment played a vital role in shaping children's developmental trajectories in the Philippines, significantly influencing their cognitive abilities, long-term potential, and overall growth. This notion was supported by research that highlighted the profound impact of the home environment on students' motivation and development (Kwing et al., 2020). Moreover, Steinmayr et al. (2019) stated that strong family ties and cultural heritage were deeply valued, rendering the household environment crucial in maintaining cultural customs; this, in turn, significantly influenced students' academic achievement and motivation to learn.

Additionally, social support could ease the adverse effects of stressful demands by improving individual performance and fostering positive relationships and emotions (Jolly et al., 2021). Also, Cohen and McKay (2020) revealed that social support was vital for protecting a person from stressful environments and fostering an individual's motivation to learn. This social support was crucial for maintaining motivation in pursuing knowledge, such as seeking guidance from peers, particularly when engaged in tasks or assignments related to academic work (Dewaruci, 2022).
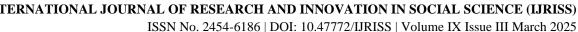
Moreover, Cubero and Villocino (2023) mentioned that students in Region XI were experiencing anxiety due to illnesses and the loss of loved ones, which impacted their motivation to learn. Espiritu et al. (2022) noted that, some students in Davao de Oro faced challenges such as distractions in their surroundings, lack of focus on their studies, and difficulties managing their time and responsibilities, affecting their motivation to learn. In Lorenzo S. Sarmiento Sr. National High School, as mentioned by Igbuhay et al. (2024), it was observed that despite being equipped with various study resources, many students displayed a concerning lack of motivation in their learning; it was also highlighted that students were not fully aware of their individual learning needs.

Despite many studies having investigated what influenced student motivation, there was still much to learn about how the home environment and social support affected the motivation of senior high school students. Current studies frequently centered on personal elements like characteristics, educational preferences, and confidence, or institutional elements like instructor competence, class ambiance, and course structure. Yet, insufficient focus was given to the significant influence of the home environment, such as parental engagement, family interactions, and availability of educational resources, as well as social support backing from peers, mentors, and the broader community. This was especially important in the setting of upper secondary schools, as students were experiencing major changes and dealing with higher academic demands. Recognizing the relationship among home environment, social support, and motivation to learn was important for creating interventions and support systems thus, there was a need to conduct this study.

Research Objectives

1. To determine the level of the home environment among senior high school students in terms of:

    1.1 friendly home environment;

    1.2 motivational behavior of parents; and

    1.3 parents' attention or care.

2. To assess the level of social support among senior high school students in terms of:

    2.1 parents;

    2.2 relatives; and

    2.3 peer.

3. To find out the level of motivation to learn among senior high school students in terms of:

    3.1 goal;

    3.2 faith; and

    3.3 family.

4. To verify the significant relationship between the home environment and the motivation to learn of senior high school students.

5. To figure out the significant relationship between social support and the motivation to learn of senior high school students.

6. To evaluate which of the domains in the home environment significantly influences the motivation to learn of senior high school students.

7. To identify which of the domains in social support significantly influences the student's motivation to learn of senior high school students

METHODOLOGY

This study employed a quantitative, non-experimental design, using descriptive correlational methods to investigate a possible connection between two variables and evaluate the magnitude and direction of that connection, if any. The descriptive correlational method was considered appropriate for investigating the present condition and determining reasons for a specific occurrence. In this design, researchers examined relationships between variables without manipulating or controlling them. Correlational research was a research method that examined the relationship between two or more variables (Shouxin, 2024). Data collection sought to quantify and measure variables systematically and objectively (Hassan, 2024).

The research collected numerical information on the occurrence through an organized questionnaire. The quantitative component involved a customized timetable for the intended participants to complete the survey. The study aimed to investigate how the motivation to learn in senior high school students was affected by the home environment and social support.

Population and Sample

This study used simple random sampling to select 214 Grade 11 students, male or female, enrolled in the first semester of the school year: 2024-2025 at Lorenzo S. Sarmiento Sr. National High School. Junior high students were excluded. Respondents were allowed to withdraw if they felt threatened during the study. Senior high school students were chosen for their ability to manage motivation amidst schoolwork.

According to Kline (2005), a sample size of 100-200 respondents was considered medium. In the case of Lorenzo S. Sarmiento Sr. National High School, among the 477 Grade 11 students, a random sample of 214 respondents was chosen. The selected number of students, 214, was determined using the Raosoft sample size calculator. Moreover, the number of respondents in each section was chosen through stratified random sampling.

Section	Population	Respondents
A	57	14
B	48	16
C	50	16
D	44	14
E	52	16
F	42	14
G	56	15
H	38	9
I	39	12
J	51	18
Total	477	214

Table 1. Population and Sample size of Respondents

Statistical Tool

The statistical tools used for data analysis and interpretation were the following

Mean. This statistical tool was used to determine the level of motivation, home environment, and social support among senior high school students.

Spearman's rho. This statistical tool was used to determine the significant relationship between the home environment and social support on the motivation of senior high school students.

Multiple Regression Analysis. This statistical tool was used to determine the influence of home environment and social support on the motivation of senior high school students.

RESULTS

Level of Home Environment

Table 2 shows the level of home environment in terms of friendly home environment, motivational behavior of parents, and parents' attention or care. The overall mean is 4.20, which is described as very high, with a standard deviation of 0.64. The high level could be attributed to the high ratings the respondents gave in all indicators. This entails that the respondents' responses to the level of home environment are very positive in terms of friendly home environment, motivational behavior of parents, and parents' attention or care.

Table 2. Level of Home Environment

Indicators	Mean	SD	Descriptive Equivalent
Friendly Home Environment	4.24	0.69	Very High
Parents Attention or Care	4.31	0.69	Very High
Motivational Behavior of Parents	4.06	0.76	High
Overall	4.2	0.64	Very High

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.31 for parents' attention or care with a standard deviation of 0.69 described as very high; 4.24 for friendly home environment with a standard deviation of 0.69 described as very high; and 4.06 for motivational behavior of parents with a standard deviation of 0.76 described as high.

Level of Social Support

Presented in table 3 are the mean scores for the indicators of social support, with an overall mean of 4.11, which is described as high with a standard deviation of 0.66. The high level could be attributed to the high rating given by the respondents on most indicators in the items of parent, relative, and peer.

The cited overall mean score was the result obtain from the following computed mean scores from highest to lowest; 4.24 or very high for peer with a standard deviation of 0.74; 4.16 or high for parent with a standard deviation of 0.74; 4.02 or high for relative with a standard deviation of 0.88.

Table 3. Level of Social Support

Indicators	Mean	SD	Descriptive Equivalent
Parent	4.16	0.74	High
Relative	4.02	0.88	High

Peer	4.24	0.74	Very High
Overall	4.11	0.66	High

Level of Motivation to Learn

Table 4 shows the level of motivation to learn in terms of Goal, Faith, and Family. The overall mean is 4.49, described as very high, with a standard deviation of 0.58. The very high level could be attributed to the high ratings the respondents gave in all indicators. This entails that the respondents' responses to the level of motivation to learn are much positive in terms of Goal, Faith, and Family.

Table 4. Level of Motivation to Learn

Indicators	Mean	SD	Descriptive Equivalent
Goal	4.53	0.59	Very High
Faith	4.45	0.65	Very High
Family	4.46	0.69	Very High
Overall	4.49	0.58	Very High

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.53 or very high for Goal with a standard deviation of 0.59; 4.45 or very high for Faith with a standard deviation of 0.65; and 4.47 or very high for Family with standard deviation of 0.69.

Significance on the Relationship Between Home Environment and Motivation to Learn

Table 5 shows that home environment and motivation have a Spearman's rho-value of 0.509*, indicating a moderate relationship. Moreover, a p-value of <.001, less than the 0.05 level of significance, means a significant relationship between home environment and motivation. Thus, the null hypothesis, which states that there was no significant relationship between home environment and motivation to learn is rejected. This further implies that motivation to learn tends to be observed when the home environment is observed.

Table 5. Significance on the Relationships between Home Environment and Motivation to Learn

Home Environment		
Motivation to Learn	Spearman's rho	0.509*
	p-value	< .001

Significant Relationship Between Social Support and Motivation to Learn

Table 6 shows that social support and motivation to learn have a spearman's rho value of 0.540*, indicating a moderate correlation. Moreover, a p-value of <.001, less than the 0.05 p-value, means a significant relationship between social support and motivation to learn. Thus, the null hypothesis, which states no significant relationship between social support and motivation to learn is rejected. This further implies that motivation to learn tends to be observed when the social support is observed.

Table 6. Significance on the Relationships Between Social Support and Motivation to Learn

		Social Support
Motivation to learn	Spearman's rho	0.540*
	p-value	< .001

Multiple Regression Analysis on the Influence of the Home Environment and Motivation to Learn

The table shows a computed f-value of 53.063 and a p-value of <.001, meaning that home environment significantly influences the motivation to learn since the probability value is less than the 0.05 significance level. The coefficient of determination of 0.432 connotes that 43.2% of motivation to learn is explained by a friendly home environment, parents' attention or care, and motivational behavior of parents. In comparison, the remaining percentage of 56.8% is accountable to other indicators not included in the study.

Table 7: Multiple Regression Analysis on the influence of the Home Environment and Motivation to Learn

Independent Variable	Coefficient	t-value	p-value	Decision
				a=0.05
Friendly Home Environment	0.168*	2.171	0.031	Ho is Rejected
Parents Attention or Care	0.534*	6.625	<.001	Ho is Rejected
Motivational Behavior of Parents	-0.002*	-0.02	0.984	Ho is not Rejected
Dependent Variable: Motivation to Learn				

p<0.05 R=0.658 R^2=0.432 F-value=53.063 p-value< .001

Multiple Regression Analysis of the Influence of the Social Support and Motivation to Learn

The table shows a computed f- value of 106.024 and p-value of <.001, meaning that the social support significantly influences the motivation to learn since the probability value is less than the 0.05 significance level. The coefficient of determination R2 of 0.603 connotes that 60.3% of motivation to learn is explained by parents, relatives, and peer. In comparison, the remaining percentage of 39.7% is accountable to other indicators not included in the study.

Table 8: Multiple Regression Analysis of the Influence of the Social Support and Motivation to Learn

Independent Variable	Coefficients	t-value	p-value	Decision
				A=0.05
Parent	0.161*	2.655	0.009	Ho is Rejected
Relative	0.039*	0.712	0.477	Ho is not Rejected
Peer	0.648*	11.723	<.001	Ho is Rejected
Dependent Variable: Motivation to Learn				

p < 0.05 R= 0.777 R^2=0.603 F-value=106.024 p-value< 0.001

DISCUSSIONS

Level of Home Environment

The findings on the home environment of students in Mawab District Secondary School were presented. It revealed that the home environment was reported as very high, suggesting a significant presence of different

factors that influence students and their motivation to learn. The findings of this study highlight that students' motivation is significantly influenced by their home environment, supporting the study of Kurniawan et al. (2023). Their research emphasizes that a positive home environment, characterized by emotional support and access to resources, greatly contributes to enhancing students' motivation to learn. Similarly, the present study reveals that students who experience a nurturing and supportive home setting are more likely to stay engaged in their academic tasks. This suggests that just as a supportive school environment fosters active learning, a motivating home environment can help students overcome challenges and improve their overall learning experiences.

Monteiro et al. (2021) suggest that a welcoming and encouraging home setting enhances student engagement. When students receive emotional support and resources at home, their motivation to learn increases, leading to improved academic performance and more fulfilling learning experiences.It is also outline to the study of Luo (2024) that factors such as family dynamics, neighborhood conditions, and available resources play a crucial role in students' learning experiences, influencing their level of engagement and enthusiasm.

Overall, this study underscores the critical role of a supportive home environment in shaping students' motivation. By fostering a positive and encouraging atmosphere, families can contribute significantly to students' academic success and overall learning experience.

Level of Social Support

In the previous chapter, the study examined the level of social support among senior high school students in Mawab District Secondary School. The findings revealed that social support was generally high. One indicator for this variable was also described as very high, while two indicators were classified as high, suggesting a strong presence of various factors influencing students' social support. These results indicate a strong sense of positivity and a high capability in managing challenges, particularly in relationships with parents and relatives. Such support enhances students' mindfulness and ability to navigate academic and personal difficulties effectively.

Suud et al. (2024) emphasizes that relatives contribute to students' emotional well-being, encouragement, and access to resources, all of which help them overcome academic challenges and develop perseverance. Additionally, Patel et al. (2023) noted that strong support from relatives fosters academic resilience, enabling students to stay motivated and engaged in their learning process. This finding relates to the claim made by Shen et al. (2019), that when parents provide emotional encouragement and tangible support, students are more likely to remain engaged and persistent in their studies. Martinot et al. (2022) also found that peer support has a profound effect on students' well-being, academic performance, and overall social connectedness. Overall, the results indicate that social support has a significant and positive influence on students' academic motivation.

Level of Motivation to Learn

It revealed that motivation to learn was described as very high, with all three indicators for this variable were also described as very high. The study highlighted that a supportive home environment, which includes emotional encouragement, financial stability, and academic guidance, is a major factor in students' academic motivation. This aligns with Younas (2021), who emphasized the importance of family involvement in fostering students' eagerness to learn and their academic success.

Additionally, social support from peers, teachers, and the broader community was found to complement the influence of the home environment. Whether in the form of emotional encouragement, helpful advice, or practical assistance, social support plays a vital role in keeping students motivated to learn. Luo and Deng (2023) support this view, arguing that positive social interactions help build resilience and encourage persistence in the face of academic challenges. This finding aligns with the current study, which showed that students with strong social networks were more motivated to engage in learning activities and work toward their academic goals. Lastly, the combination of a supportive home environment and strong social support is crucial in shaping students' motivation to learn. The findings of this study not only reinforce existing research but also emphasize the importance of creating a positive and supportive environment both at home and in the wider community. Students who receive emotional support and adequate guidance from others are more likely to develop intrinsic

motivation and achieve their academic goals.

Significant Relationship Between Home Environment and Motivation to Learn

The study results revealed a significant relationship between the home environment and motivation to learn. The p-value indicated a correlation between these two variables. This correlation suggests that a positive and supportive home environment corresponds to increased student motivation to learn.

This correlation aligns to Mandal's (2024) research, which emphasizes that the home serves as a child's first school, providing a foundation of physical and emotional learning. Before formal schooling, children absorb essential knowledge and values within their home environment. Cheng and Spink (2021) corroborate this by highlighting the importance of creating an environment in the early years of school. These home environment factors collectively shape a child's academic trajectory, as described by Kurniawan et al. (2023), a student's environment encompassing family, community, school, and friends significantly shapes their learning enthusiasm, values, and personality development. This environment plays a crucial role in a student's overall development.

Significant Relationship Between Social Support and Motivation to Learn

The results of the study revealed a significant relationship between social support and motivation to learn. The correlation suggests that an increase in social support corresponds to an increase in motivation to learn, thereby rejecting the null hypothesis and confirming a significant relationship between these two variables. This finding enhances our understanding of how parents, relatives, and peers encapsulated in social support impact the motivation to learn of senior high school students.

This correlation aligns with the findings of Rehman et al. (2020), who emphasize that social support plays a significant role in students' motivation to learn. Their research highlights that strong social support networks positively influence students' academic motivation and overall educational success. Indeed, the relationship between social support and learning motivation has a profound impact on students, as it helps shape their engagement and determination to excel. Furthermore, social support and learning motivation are considered essential factors in predicting students' academic achievements.

Supporting the study conducted by Jia et al. (2022), this research confirms that social support significantly enhances students' motivation to learn. The findings indicate that social support contributes to the continuous development of learning motivation, ultimately leading to a more effective and meaningful educational experience. When students receive encouragement and guidance from their social circles, they are more likely to persist in their studies, set academic goals, and remain motivated to achieve them.

Multiple Regression Analysis on the Influence of Home Environment and Motivation to Learn

The regression analysis investigating the influence of the home environment on motivation to learn indicates that three out of the five indicators friendly home environment, parents' attention or care, and motivational behavior of parents have a significant impact on motivation to learn. On the other hand, household resources and parental educational background were found to be insignificant in influencing students' motivation to learn.

Research by Octaviany and Usman (2021) states that the family environment strongly affects students' motivation to learn. A supportive and encouraging home helps students develop a stronger desire to study. Similarly, Hartoyo and Indriyani (2024) explain that the family environment plays an important role in motivating students, especially high school learners. Another study by Rahmawati et al. (2023) also shows that a positive home environment helps students become more independent in their learning.

Multiple Regression Analysis of the Influence of Social Support and Motivation to Learn

The regression analysis investigating the influence of social support on students' motivation to learn reveals that two out of three domains, specifically Family and Peers, significantly impact students' learning engagement. Among these domains, Family had the highest influence, followed by Peers. Conversely, the third domain,

Relatives, was found to have no significant influence on students' learning engagement.

The study by Chiu et al. (2023) states that support from teachers and relatives, especially in helping students feel connected, positively affects their motivation to learn. Likewise, An et al. (2022) found that social support strongly influences learning engagement, with motivation playing a role in this connection. These findings suggest that strong relationships, particularly with teachers, are important in encouraging students to stay motivated in their studies. Mishra (2020) explains that social networks, connections, and support have a major impact on the academic success of students from disadvantaged backgrounds. Similarly, Ramos and Magallanes (2021) found that students at risk of dropping out showed higher motivation when they received strong social support. These studies highlight how important social connections are in helping students overcome learning challenges and stay engaged in their education.

CONCLUSION

Conclusions are drawn based on the results of the study. The study concludes that the level of influence of home environment was very high, as well as its indicators, namely, friendly home environment, parents' attention or care, and high for motivational behavior of parents. Furthermore, the study also concludes that the level of influence of social support was high, along with its indicators, namely, parent and relative and very high for peer. Moreover, the overall level of students' motivation to learn was very high, encompassing the three domains: goal, faith and family. Furthermore, the findings contradict the theoretical assumption of no significant relationship between the home environment and students' motivation to learn. Moreover, it was analyzed through Spearman's rho that home environment has a moderate correlation with the students' motivation to learn as well between social support and motivation to learn through, also social support shows moderate correlation with the students' motivation to learn.

Contrary to the assumption, the findings that two out of three domains within home environment and social support significantly influenced student's motivation to learn.

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